

Course of Study

And

Rules and Regulations

Of the

Independence Public Schools

Independence, Missouri

1909 - 1910

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HIGH SCHOOL AND LIBRARY BUILDING.

COURSE OF STUDY
AND
RULES AND REGULATIONS
OF THE
INDEPENDENCE PUBLIC SCHOOLS

WITH A BRIEF SKETCH OF THEIR
PROGRESS AND DEVELOPMENT.



Adopted by the BOARD OF EDUCATION of Independence, Mo.,
March 15, 1909.

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Donation
18 Oct 2011

FOREWORD.

Office of Superintendent of Public Schools,
Independence, Missouri.

To the Honorable Board of Education—

Gentlemen: Together with a copy of the Course of Study and Rules and Regulations adopted at your meeting held March 15, 1909, I am submitting to you for publication a brief sketch of the progress and development of the schools from their establishment to the present time. The material for this sketch I have obtained in part from the minutes of the Board and in part from a personal contact with the schools for a period of nineteen years during which I have been associated with them as principal or superintendent.

For the preparation of the Course of Study and Rules and Regulations, many similar documents have been consulted. The courses in reading and literature and in nature study with suggestions to teachers have been taken with very little change from the Course of Study and Rules and Regulations of the public schools of Richmond, Indiana. The matter of the course has been adapted and arranged to suit the conditions of our schools as at present organized. Contributions and suggestions from supervisors, principals, and teachers of our schools have been very helpful, and acknowledgment is hereby made.

It is hoped that this pamphlet may prove interesting and valuable, not only to the teacher as a guide in her work, but to the Independence public in gaining some knowledge of what is being attempted in their schools.

Very respectfully,
WM. L. C. PALMER, Superintendent.

BOARD OF EDUCATION, 1909-1910.

Name.	Residence.	Term Expires.
John A. Sea.....	715 N. Main St.....	1912
Robert D Mize.....	604 W. Maple Ave.....	1910
John W. Davis.....	708 W. Maple Ave.....	1910
Bernard Zick, Jr.....	417 N. Delaware St.....	1911
John R. Cogswell.....	934 S. Main St.....	1911
Eugene C. Hamilton.....	416 E. College St.....	1912

OFFICERS OF THE BOARD, 1909-1910.

John A. Sea	President
Bernard Zick, Jr.	Vice President
John W. Davis	Secretary
Robert D. Mize.....	Treasurer
Wm. L. C. Palmer.....	Superintendent

Standing Committees, 1909-1910.

- Ways and Means—Zick, Mize, and Sea.
- Finance and Salaries—Cogswell, Mize, and Zick.
- Rules and Regulations and Discipline—Davis, Hamilton, and Superintendent.
- Auditing—Cogswell, Zick, and Hamilton.
- Library and Text Books—Sea, Davis, and Superintendent.

Directory.

- Regular Meetings of the Board—First Tuesday of each calendar month in Library Building at 8 p. m.
- Superintendent's Office Hours—Office in Library Building, from 8:30 to 9:00 a. m., and from 3:30 to 4 p. m.
- Length of Annual Session—Thirty-six weeks.
- Library Hours—On school days, from 8:30 a. m. to 11:15 a. m. and from 12:30 p. m. to 4:30 p. m. On Saturdays, from 9:00 a. m. to 12:00 m.

**NAMES AND LOCATION OF SCHOOL BUILDINGS, AND
BOUNDARIES OF SUB-DISTRICTS.**

CENTRAL HIGH and**LIBRARY**—N. W. Corner Maple and Pleasant.

Boundaries—The Independence School District.

BENTON—N. E. Cor. Kansas and Hocker.

Boundaries—Beginning at Maple and Main, east on Maple to Noland, north on Noland to Blue, east on Blue to Hocker, north on Hocker to extension of Farmer, east on extension of Farmer to limits of district. Beginning at Maple and Main, south on Main to Walnut, east on Walnut to High, south on High to Pacific, east on Pacific to Hocker, south on Hocker to Alton, east on Alton to limits of district.

COLUMBIAN—S. River Boulevard, near Walnut.

Boundaries—Beginning at Lexington and Pleasant, south on Pleasant to Sea, west on Sea to McCoy, south on McCoy to limits of district. Beginning at Lexington and Pleasant, west on Lexington to Union, north on Union to Blue, west on Blue to limits of district.

NOLAND—S. Liberty, near Pacific.

Boundaries—Beginning at Lexington and Pleasant, east on Lexington to Main, south on Main to Walnut, east on Walnut to High, south on High to Pacific, east on Pacific to Hocker, south on Hocker to Alton, east on Alton to limits of district. Beginning at Lexington and Pleasant, south on Pleasant to Sea, west on Sea to McCoy, south on McCoy to limits of district.

OTT—S. W. Cor. College and Liberty.

Boundaries—Beginning at Maple and Main, east on Maple to Noland, north on Noland to Blue, east on Blue to Hocker, north on Hocker to extension of Farmer, east on extension of Farmer to limits of district. Beginning at Maple and Main, south on Main to Lexington, west on Lexington to Union, north on Union to Blue, west on Blue to limits of district.

YOUNG (Negro)—Between E. Farmer and E. Waldo, near Noland.

Boundaries—The Independence School District.

Table Showing Enrollment by Grades, 1908-1909.

Name of School.	1st Grade...	2nd Grade...	3rd Grade...	4th Grade...	5th Grade...	6th Grade...	7th Grade...	8th Grade...	9th Grade...	10th Grade...	11th Grade...	Totals.....
Central High..								116	114	60	37	327
Benton ..	26	16	25	19	33	13	16					148
Columbian ..	120	67	70	60	90	59	59					525
Noland ..	71	59	46	65	51	18	37					347
Ott ..	83	73	58	31	125	66	67					503
Young (negro)	78	18	17	35	8	21	6	6	4			193
Totals ..	378	233	216	210	307	177	185	122	118	60	37	2043

Table Showing Enumeration and Enrollment, 1900-1909.

Year.	Enumeration.	Enrollment.
1900	3589	1814
1901	3629	1855
1902	2166	1769
1903	2412	1855
1904	2348	1912
1905	2349	1938
1906	2463	2005
1907	2507	2084
1908	2521	2025
1909	2571	2043

Table Showing Distribution of Employees 1908-1909.

Name of School.	Teachers.	Principals.	Janitors.
Central High	10	1	3
Benton ..	3	1	1
Columbian ..	11	1	1
Noland ..	7	1	2
Ott ..	10	1	2
Young (negro) ..	3	1	1
	—	—	—
Total ..	44	6	10

Summary.

Teachers	44
Principals	6
Supervisor Music	1
Supervisor Drawing	1
Supervisor Manual Training	1
Superintendent	1
<hr/>	
Total Number in Teaching and Supervising.....	54
Librarian	1
Total Number Janitors	10
<hr/>	
Total Number Employees	65

NOTE—The Supervisors of Drawing and Manual Training do regular teaching in the High School. Each school has a shop in which the principal teaches manual training.

SCHOOL PRINCIPALS, 1909-1910.

Central High SchoolGeo. S. Bryant

Elementary Schools.

Benton SchoolJohn G. Brune
 Columbian SchoolLuther E. Morris
 Noland School.....J. Teel Morris
 Ott SchoolEmil T. Hinkel
 Young SchoolWalter H. Harrison

**Roster of Members of School Board from Sept. 18, 1866, to the
Present Date.**

Name.	Term Began.	Term Ended.	Yrs. of Service
William Chrisman	Sep. 18, 1866	Oct. 11, 1867	1
Jacob Leader	Sep. 18, 1866	Sep. 14, 1870	4
William McCoy	Sep. 18, 1866	Nov. 3, 1867	4
	Apr. 11, 1881	Apr. 4, 1884	
Jacob May	Sep. 18, 1866	Nov. 25, 1868	2
Peter Hinters	Sep. 18, 1866	Dec. 26, 1877	11 $\frac{1}{4}$
U. P. Bennett.....	Sep. 18, 1866	Sep. 21, 1869	3
W. J. Shaw.....	Oct. 11, 1867	Sep. 21, 1869	2
Hugh L. Dodds.....	Nov. 3, 1868	Nov. 25, 1868	$\frac{2}{3}$
James H. Slover.....	Nov. 25, 1868	Sep. 14, 1871	3
Thomas Phelan	Nov. 25, 1868	Sep. 21, 1869	1
George C. Bingham.....	Sep. 21, 1869	June 16, 1870	$\frac{1}{2}$
O. P. W. Bailey.....	Sep. 21, 1869	Oct. 9, 1872	3
James Herson	Dec. 7, 1869	Oct. 7, 1873	4
George P. Gates.....	June 16, 1870	Sep. 14, 1870	$\frac{1}{4}$
Vach M. Hobbs	Sep. 14, 1870	Oct. 14, 1874	4
William H. Franklin.....	Sep. 14, 1870	Sep. 14, 1871	1
William L. Bone.....	Sep. 14, 1871	Oct. 14, 1874	3
	Sep. 14, 1871	Sep. 21, 1875	
Andrew S. Packard.....	May 7, 1878	Apr. 16, 1880	6
Joshua Hobbs	Oct. 9, 1872	Oct. 7, 1873	1
C. O. Morris.....	Oct. 7, 1873	Oct. 10, 1876	3
W. A. Cunningham.....	Oct. 7, 1873	Apr. 16, 1880	6 $\frac{1}{2}$
John T. Smith.....	Oct. 14, 1874	Apr. 16, 1880	5 $\frac{1}{2}$
Porter McClanahan	Oct. 14, 1874	May 7, 1878	3 $\frac{1}{2}$
E. J. Nickerson.....	Sep. 21, 1875	May 7, 1878	2 $\frac{2}{3}$
Maurice M. Langhorne....	Oct. 10, 1876	May 7, 1878	1 $\frac{1}{2}$
Shannon K. Knox.....	Dec. 26, 1877	Apr. 14, 1879	1 $\frac{1}{3}$
	May 7, 1878	Apr. 14, 1879	
Christian Ott	Apr. 16, 1880	Apr. 6, 1892	13
William M. Randall.....	May 7, 1878	Apr. 14, 1879	1
John S. Mott	Apr. 14, 1879	Apr. 12, 1882	3
	Apr. 14, 1879	Apr. 11, 1881	
Alex. F. Anderson.....	Apr. 12, 1882	Apr. 11, 1891	11
Hinton H. Noland.....	Apr. 14, 1879	Apr. 5, 1894	15
J. Howard Morrison.....	Apr. 16, 1880	Apr. 7, 1883	3

Name.	Term Began.	Term Ended.	Yrs. of Service
William Z. Hickman.....	Apr. 16, 1880	Apr. 11, 1881	1
W. N. O. Monroe.....	Apr. 11, 1881	Apr. 4, 1884	3
Samuel T. Wilson.....	Apr. 7, 1883	Apr. 5, 1894	11
John A. Sea.....	Apr. 15, 1884	Apr. 5, 1893	
	Apr. 5, 1894		
Melancthon R. Wright....	Apr. 4, 1884	Apr. 5, 1893	9
Allen L. McCoy.....	Apr. 11, 1891	Apr. 7, 1903	12
R. D. Wirt.....	Apr. 6, 1892	Apr. 2, 1901	9
John W. Clements.....	Apr. 5, 1893	Apr. 7, 1896	3
Henry Reick.....	Apr. 5, 1893	Apr. 4, 1899	6
John G. Paxton.....	May 1, 1894	Apr. 5, 1898	4
Craven Jackson.....	Apr. 7, 1896	Apr. 4, 1899	3
Robert D. Mize.....	Apr. 5, 1898		
Charles A. Nagel.....	Apr. 4, 1899	Apr. 5, 1905	6
John L. Lobb.....	Apr. 4, 1899	Jan. 1, 1907	7¾
John W. Davis.....	Apr. 2, 1901		
Harrison H. Wait.....	Apr. 7, 1903	Apr. 6, 1909	6
Bernard Zick, Jr.....	Apr. 5, 1905		
John R. Cogswell.....	Jan. 1, 1907		
Eugene C. Hamilton.....	Apr. 6, 1909		

Roster of Superintendents.

Name.	Term Began.	Term Ended.	Yrs. of Service.
I. A. Smith.....	Oct. 16, 1866	June 2, 1868	2
A. Carroll.....	June 2, 1868	June 4, 1873	5
A. E. Higgason.....	June 4, 1873	July 8, 1884	11
George D. Lutz.....	July 8, 1884	July 18, 1887	3
William F. Bahlmann.....	July 18, 1887	July 7, 1896	9
J. N. Patrick.....	July 7, 1896	June 10, 1898	2
Stephen M. Barrett.....	June 10, 1898	June 22, 1899	1
G. M. Holiday.....	June 22, 1899	May 28, 1901	2
William L. C. Palmer.....	May 28, 1901		

Roster of High School Principals.

Name.	Term Began.	Term Ended.	Yrs. of Service.
James M. Skinner.....	May 22, 1889	June 23, 1890	1
William L. C. Palmer.....	June 23, 1890	June 4, 1901	11
George S. Bryant.....	June 4, 1901		

The Independence Public Schools--- THEIR PROGRESS AND DEVELOPMENT.

FIRST SCHOOL BOARD.

The school district of Independence had its beginning September 4th, 1866. By complying with the necessary legal requirements on that date the school district was organized, and on September 18th, following, the first six directors were elected as follows: William Chrisman and Jacob Leader for one year; William McCoy and Jacob May for two years; and Peter Hinters and U. P. Bennett for three years. The first meeting of the newly elected school board was held September 21, 1866.

SUPERINTENDENT AND TEACHERS.

During the month of October a superintendent or principal and four teachers were employed, and assigned to duty in such buildings as the district owned or was able to rent. In the course of the first school year a few more teachers were employed.

PURCHASE OF SCHOOL SITE—THE SEMINARY.

The first large school owned by the district was purchased by the school board from Prof. W. H. Lewis March 29th, 1867, the consideration being \$11,000. This building was generally known as the "Seminary," and had been the home of a private school conducted by Prof. Lewis. It occupied the site where the Ott School is now located at the southwest corner of North Liberty and West College streets. After its purchase by the school board it furnished school accommodation for the white children of Independence for several years, and here many of our prominent citizens, either in whole or in part, received their education.

YOUNG SCHOOL FOR NEGROES.

The negro children were taught in rented rooms until 1874, when the school board expended approximately \$2,500 in the purchase of a site, erection and furnishing of a building suited to their needs. This building, with alterations, additions and improvements, is located in the second ward between East Wal-

do and East Farmer streets, and is known as the Young School, having been named in honor of Hiram Young, a former slave, who purchased his freedom and acquired much property here. In the last few years improvements have been added, making it a thoroughly modern brick structure containing four large and comfortable school rooms, a well equipped manual training shop, office room, and other conveniences, and affording ample accommodation to the negro school population.

OTT AND NOLAND SCHOOLS.

The year 1885 marks an important epoch in the history of the Independence Public Schools. The old Seminary building having become entirely inadequate to the needs of the city's growing population, and its walls being considered unsafe, the district voted \$15,000 in bonds for the erection of a new building on the Seminary site, and for the purchase of a site and the erection thereon of a new building on the south side of the city. The old Seminary building was torn down and replaced by the ten-room brick building on North Liberty street to be known henceforth as the Ott School, named in honor of the late Christian Ott, Sr., at that time a member of the school board. A suitable lot on South Liberty street near Pacific street was purchased and a six-room brick school-house erected thereon to which was given the name of the Noland School in honor of Hinton H. Noland then serving as a member of the school board. The proceeds from the sale of bonds being found insufficient for the proper completion and furnishing of these buildings, in the spring of 1886 the district voted additional bonds to the amount of \$5,000 for this purpose.

COLUMBIAN SCHOOL.

These buildings completed in accordance with the best school architecture of the time furnished ample and commodious quarters for the work of the public schools until 1892, when bonds to the amount of \$15,000 were voted for the purchase of a site and the erection of a school building in the southwest part of the city. This movement resulted in the handsome eight-room brick school-house on South River Boulevard near Walnut street appropriately named Columbian School, its erection having been begun during the fourth centennial year of the discovery of America by Columbus.

CENTRAL HIGH SCHOOL.

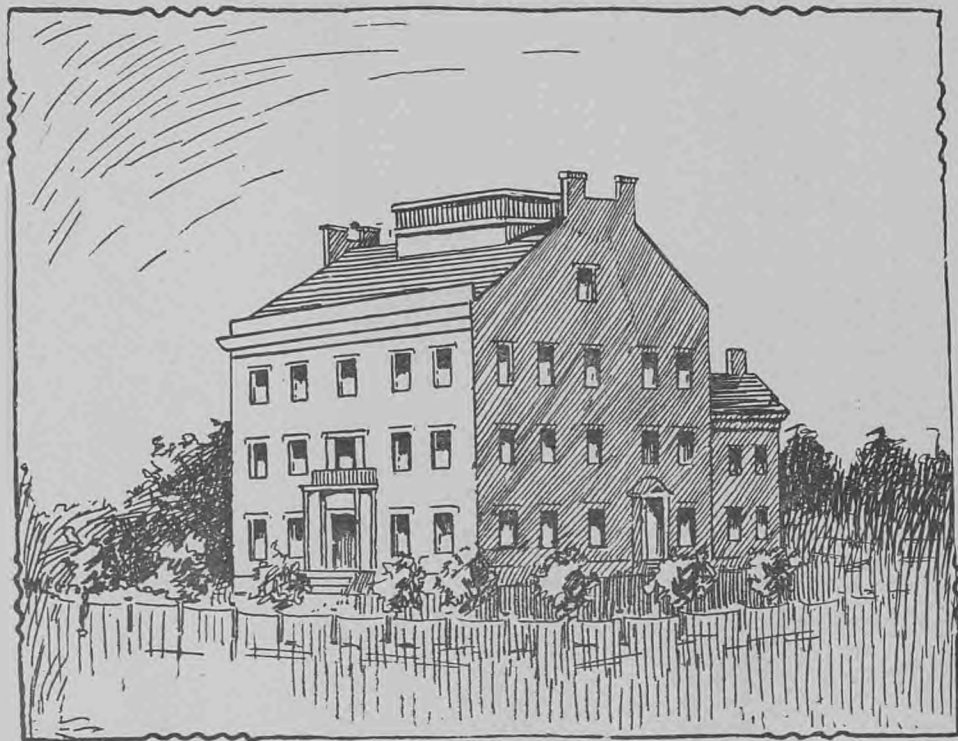
In 1898 owing to the growing needs of the High School, then occupying rooms in the Ott School building, as well as to the crowded condition in all the schools, bonds to the amount of \$30,000 were voted for the purchase of a site, the erection and furnishing of another school building. The handsome brick school-house of twelve rooms, with an auditorium on the ground floor capable of seating six hundred persons, besides convenient store rooms, cloak rooms, and ample hall space, was erected at the northwest corner of West Maple avenue and North Pleasant street, and made the permanent home of the High School. The Independence Public Library was also transferred from the Ott School to this new building, splendidly equipped and in every way modern to be known henceforth as the Central High School.

BENTON SCHOOL.

Owing to a steadily increasing school population it was deemed necessary by the school board in April, 1903, to call on the taxpayers for bonds to the amount of \$20,000 for making improvements in school buildings and providing additional school-room. The bonds were generously voted and the proceeds were expended in part for the purchase of a site, the erection and furnishing of the eight-room brick building on the northeast corner of East Kansas street and South Hocker avenue known as the Benton School, being named in honor of the eminent lawyer and statesman, Hon. Thomas Hart Benton. The remainder of the proceeds from the sale of these bonds was used to perfect the heating and closet systems of the Columbian and the Young school buildings.

LIBRARY BUILDING—SCHOOL ADDITIONS.

In October, 1907, the need for additional school room became apparent, and bonds to the amount of \$35,000 were voted at a special election called by the school board for that purpose. The proceeds from the sale of these bonds were at once applied in part for the erection of a building located immediately north of the Central High School known as the Library Building. The basement floor is elaborately equipped as a manual training shop for the High School, where bench work and lathe work



THE SEMINARY.

First Public School Building Owned by Independence School District.

are directed by the supervisor of manual training. The second floor is divided between the art studio and physical and biological laboratories of the High School. The first floor is used as a reading room and stack room of the public library with a room in the west end for the office of the superintendent of schools. The remainder of the proceeds from the sale of these bonds was expended in the erection and furnishing of an addition of four rooms to the Columbian School, two rooms to the Noland School, and a manual training shop to the Young School.

NEW COURSE OF STUDY—ELEMENTARY SCHOOLS.

The new course of study herewith presented has been planned to cover a period of twelve years. The common school branches taught in the elementary schools have been made to cover a course of eight years instead of seven years which has heretofore been the length of the course in the elementary schools. This course includes spelling, reading, literature, language, grammar, penmanship, arithmetic, geography, history, civil government, drawing, music, manual training, hygiene, and

Drawing, Music, and Manual Training.

physical culture. Drawing became part of the course in 1896, a special teacher and supervisor being appointed to give it definite direction. At various times music has formed part of the course, but in 1903 it was placed under a special supervisor and has since that time held its place in the elementary schools. In 1902, Mr. W. D. Hifner by consent of the school board, established a manual training shop in the Columbian School of which he was then principal and began for the first time the teaching of this branch in the Independence Public Schools. In 1905 Mr. Hifner was transferred to the Ott School as principal where he established another shop. By 1906 the importance of industrial training became so apparent that Mr. Hifner was appointed supervisor of manual training by the school board and the subject was formally adopted as part of the course of study. A shop was at once opened in the High School under the immediate direction of the supervisor, and soon after other shops were opened in the other schools, the principals of the various schools giving much of their time to the teaching and directing of this branch.

HIGH SCHOOL COURSE OF STUDY.

The last four years of the course of study are given to the work of the high school. The curriculum at present includes the following branches, viz.: mathematics, science, history, English,

Laboratories, Studio and Manual Training Shop.

German, Latin, art, and manual training. Laboratories well-equipped and under charge of special teachers encourage the pupil to scientific investigation. A studio provided with easels, models, and other conveniences, with the supervisor of art for a guide gives material help and inspiration to the student in the various phases of art study. A large and commodious shop well furnished with modern work benches and with lathes driven by electric power, all under the direction of the supervisor of manual training, affords the best opportunities for in-

Printing Plant.

dustrial training. A printing plant, whose approximate value is \$350, and which does a large share of the school printing, offers to the pupil an opportunity to learn something of type-setting and press manipulation. This plant was first installed in the Ott School in 1903 through the efforts of Mr. E. C. Hamilton at that time principal of the Ott School and now a member of the school board. It was secured for the schools mainly by contributions and collections made by teachers and pupils of the Ott School. In 1906 the printing plant was transferred to the High School. An excellent library provided with every necessary reference work, serves a good purpose in all departments; but does special service in the departments of history and English where competent teachers by modern methods, give direction and training in these subjects.

HIGH SCHOOL—ORGANIZATION AND GROWTH.

A high school department became a part of the school system soon after the organization of the public schools in 1866. The first class of graduates appeared in 1889. Since that date there has been a graduating class every year, and the alumni of the High School now number 295 girls and 133 boys, making a grand total of 428 graduates at the present time. In 1890 the High School was taught in one room by the principal and enrolled a little more than fifty pupils. In 1896 its in-

creasing numbers made additional teachers necessary, and the department plan of teaching was inaugurated. In 1898 it outgrew its limited space in the Ott School and in 1899 was transferred to its present quarters in the new Central High School building. It is now in charge of a principal with twelve assistant teachers. The new building has received from each graduating class since it has been occupied, handsome memorial tributes for the decoration of its halls and rooms in the form of pictures, statuary, and art glass windows. The class of 1909 has contributed a very handsome and complete set of stage scenery and furnishings for the stage of the auditorium. "The Gleam," an illustrated magazine, has been published annually for several years by the graduating classes. The High School is articulated with the Missouri State University and its graduates may enter the University without examination.

INDEPENDENCE PUBLIC LIBRARY.

In the summer of 1894 it was determined by the school board that a general library should be organized in connection with the public schools. Competent assistance was secured and the old books consisting of some five hundred or six hundred volumes presented to the district by the Independence Library Association were classified and catalogued in accordance with methods employed in the best modern libraries, and this nucleus has been added to from time to time by contributions and purchases of well selected works from the best authors. At the present time the library contains nearly four thousand volumes, including many valuable reference works. A number of the best current periodicals are received regularly by the library for the benefit of its members. Under the rules, all white residents of the school district are entitled to free membership on furnishing satisfactory guarantee of proper handling of books. In its elegant new home in the new Library Building to which it was transferred in 1908, the library is doing much, not only for the pupils and teachers of the public schools, but its influence in the community life is far reaching and salutary. In the department of history it is replete with valuable reference. Under the direction of thoughtful and careful teachers the student receives proper guidance in the use of this reference. The same may be said with reference to the department of literature. The

shelves abound in the very best standard works in fiction, biography, and miscellany; all of which may be of service to the teacher of literature in outlining work in this subject. The library is kept open every day except Sundays and legal holidays, and members and visitors are always welcomed and assisted by a careful and competent librarian.

PRIZES FOR SCHOOL WORK.

From the estate of William McCoy, one of the first school directors, has been donated the interest from a permanent fund for the purchase of gold medals to be awarded annually for the encouragement of the pupils in the elementary schools to excel in spelling and reading.

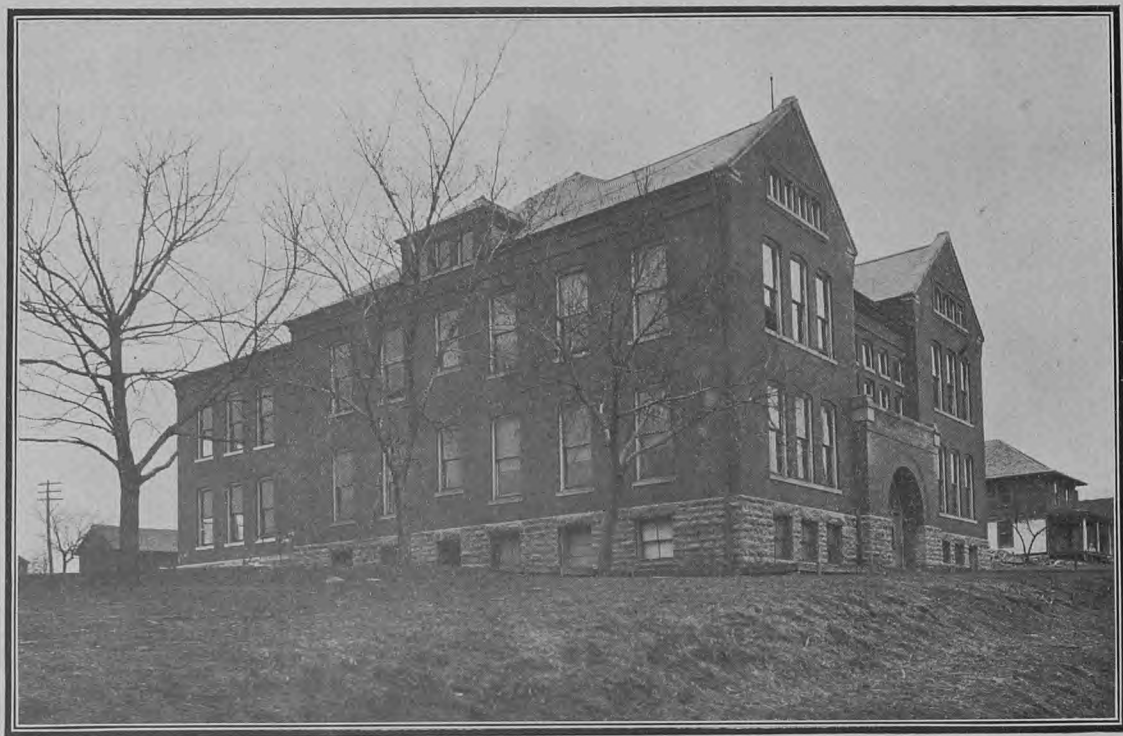
The jewelry firm of Sturges and Duffendack awards a gold medal annually for the English prize essay competed for by the members of the Senior class in the High School. Mr. Harry Sturges of the same firm awards annually a gold medal styled the "Mary Sturges Memorial Medal" to the student of the High School adjudged best in art work for the year.

The Chrisman-Sawyer Banking Co. makes an annual award of twenty-five dollars in gold to the student of the High School making the best examination in mathematics.

The Board of Education awards annually a gold medal to the High School student graduating with the best record for general scholarship.

ENROLLMENT AND MAINTENANCE.

The school enrollment for the year just closed is 2,043 with an enumeration of 2,571. The enrollment in the High School for the year is 327. For the coming school year the school board will employ a force of fifty-four teachers, principals and supervisors; nearly three times the force employed seventeen years ago. The cost of maintaining the schools as at present organized is in excess of \$40,000 per year. A goodly sum, but perhaps no investment can yield better returns. The voters and taxpayers of the district have ever been ready to give generous support when the needs of the schools are properly set before them. The aggregate number of school rooms including manual training shops and excluding space assigned the public library is sixty. These rooms afford a seating capacity for about 2,500 children.



COLUMBIAN SCHOOL.

VALUE OF SCHOOL PROPERTY.

The district is possessed of six excellent modern school houses and a library building, with grounds and necessary furniture at an original cost of perhaps \$150,000. With additions and improvements made from time to time by appropriations from the general fund and on account of steady appreciation in real estate values, a conservative estimate of the value of this property is perhaps not less than \$200,000. The present bonded indebtedness of \$77,250 is rapidly being reduced by the sinking fund provided for that purpose.

PHYSICAL TRAINING AND PLAY.

With all the wealth of school equipment, grounds, and buildings with which the school district is blessed, the members of the school board recognize one thing lacking which they have not yet been able to provide. The schools are without adequate facilities for physical training. Teachers and parents are coming to realize that opportunity for healthful play in the open air and sunshine with proper guidance and protection, is a prime right of childhood, and necessary to a normal physical growth and development. Children must be taught to live as well as to read, and teachers must enter into the lives of children before they can really teach them. The play ground should afford this opportunity. The school board has planned in the near future to surface the various school grounds with clean gravel and equip them with the best and most suitable apparatus available for the promotion of healthful play among the children of the elementary schools. If this step could be followed by providing a gymnasium and athletic field for the High School it would be a fitting climax to a work well begun. To such a boon the students of the High School are justly entitled and the time approaches when they must claim their own.

CONCLUSION.

The Independence public is to be congratulated on the work of its schools, and the businesslike manner in which the financial affairs of the district have been handled. It is to be congratulated that it has for so many years selected its best representative men as school directors. Careful, conscientious, conservative, they have given their days and nights without hope of re-

ward to the discharge of a public duty. They have builded for themselves a monument more lasting than bronze. They have fostered an institution that brings life, happiness, and prosperity to the city. For their invaluable services they are entitled to the highest appreciation of the community and especially does the army of youth owe them grateful remembrance.

COURSE OF STUDY.

Reading and Literature.

In the school work there are two phases of reading—primary and advanced. In the first phase, the child is to be taught to recognize thought, which he already knows by means of the printed symbols. In the second phase—advanced reading—he is led to acquire new thought through printed symbols, with which he is more or less familiar. The methods of class and teacher will differ in the different grades, as the purpose of the work differs.

The reading of the first two years has two results to accomplish:

1. Mastery of the written and printed form of the "Root Words" of the vocabulary.
2. Developing the power and habit of associating thought with the printed and written sentence, and the power to discover new words.

The first steps in teaching reading in order to be most successful must combine many of the elements of the so-called word method, the phonic method, the synthetic and sentence methods. The aim must be: first, to make the child both independent and self-reliant in his reading; second, to put him in possession of a complete key to the printed language, so that he will have the power to know new words and to read with the least possible aid from the teacher.

The rational method of procedure in the beginning work in reading demands the following:

First, that the child be taught the simple consonant and vowel sounds as represented by letters (simple phonograms), ex., f, l, t, a, etc.

Second, that he be taught an initial stock of sounds or

combinations of sounds represented by letter groups or syllables (compound phonograms), ex., ight, ing, ail, etc.

Third, that he knows a certain stock of sight words, taught by the word method, many of which will occur in his first reading lessons, and many of which will be valuable word phonograms.

Fourth, that his ear be trained in the perception of phonic blends. That he not only knows letters and letter groups representing sounds which form the spoken word, but readily recognize and synthesize these phonic elements into words.

Fifth, as soon as a short list of words is known, the thought reading of short familiar sentences, and the oral expression of the thought shall be begun.

The list of phonograms and sight words to be taught should be carefully graded, and should be selected on the basis of the child's reading vocabulary and the reading matter he is to use in his first lessons. These lists are carefully worked out and graded in Ward's Rational Method of Reading and need not be presented here.

The teaching of a carefully selected list of phonograms is essential in the beginning steps of reading, for by them the child is to get his power to know new words and become independent in his work. The ease with which this may be done will depend much upon the ingenuity and skill of the teacher. Some children catch the idea of the phonic value of letters and letter groups quickly, others very slowly. Besides knowing the sounds of the consonants and the sounds represented by the letter groups he must have developed the power to blend these into words readily. It is the ability to recognize this syllabic combination of letters and letter groups into words that gives young pupils the ability to know and pronounce new words with facility. As soon as he knows the sounds of the consonants and a few syllabic phonograms, he can by the synthetic process build up new words. When he knows "an" he can instantly recognize man, fan, pan, can, etc. When he knows "at," he will know cat, pat, rat, mat, etc. From "in" he will form fin, pin, tin, etc. After a few weeks' work the pupil will be able to work out for himself all new words made up of known phonograms.

It is also necessary that a carefully selected list of sight

words be taught that the child may have a vocabulary with which to begin reading and to remedy the shortcomings of the phonic system. Many words can not readily be analyzed into their phonic elements, and many of these sight words become phonograms in building new words. This stock of sight words should be taught objectively and conversationally. The pupil should be able to recognize these words at sight as he would know a friend. As the words are taught they should be used in short sentences written on the board and read by the children, in order that the symbol may not be divorced entirely from the function of conveying thought. The teacher should not fear drill and repetition. If the child finds himself working with ease, he will enjoy the exercise.

The daily work in the first year includes the following drills:

1. Drill on simple consonants and vowel sounds. (Simple phonograms.)
2. Drill upon letter groups representing compound phonic elements. (Compound phonograms.)
3. Drill on lists of important sight words. (Word method.)
4. Drill on blend words. (Synthetic work.)
5. Drill on thought reading and reading orally for expression's sake. (Sentence method.)

These five lines of work should be presented in the order named, the teacher making free use of the blackboard and of perception cards.

This beginning work should be divided into two periods: The foundation period, covering eight to ten weeks, during which no book nor chart can take the place of the blackboard. The work should be placed on the board in script, making the reading and the writing coordinate. In the second phase of the work the Primer and First Readers are used. The child will readily pass from the script to the print forms when he begins this second period of work.

In the reading of sentences children should be trained to pass by a synthetic glance from the words to the sentence as a whole, and from the first should not be the mere calling of successive words, but the grasp of the thought and its oral expression. To accomplish this end the silent reading

of the sentence should always precede the oral reading of the thought. Never let a scholar read a sentence until he is ready to express the thought as a whole. If the child hesitates or halts in reading a sentence he should wait until he has the whole thought in mind and is ready to express it as a whole. This is the basis of the art of reading and the sooner it is acquired the better.

Suggestions as to Reading in Third to Sixth Grades.

In grades three to six, inclusive, a definite amount of reading, approximately one-half the work, should be specifically intensive reading.

In intensive reading, the pupil is asked to explain words, passages, synonyms, allusions; to picture the entire thought; to make the thought of the author, as far as possible, his thought.

The selection chosen for study of this kind should be literature of the highest type. Unfortunately school readers contain many selections that will not bear this analysis and must therefore be rejected. The teacher by her discriminating choice proves her own culture. Poetry lends itself most easily to this study because it is the highest art form of the language, but condensed and highly-organized prose is quite as well worth the time of the pupil.

Not only does intensive reading train in close thinking, but it also gives a taste for good literature.

This kind of reading is closely allied to what is sometimes called in the high schools the study of a masterpiece.

The first study of the reading lesson should be for the purpose of getting ideas. It is the same kind of study that should be given to a geography or a history lesson. The reading matter should offer to the pupil new knowledge or new forms of the old.

The second should be the study of difficult words and expressions. This should accompany the thought study.

The third phase should be for the purpose of giving the power to read orally. Reading may be silent or oral, but the pupil is never to read for the purpose of getting forms merely. In fact, this can not be called reading.

Particular forms, like those of picture language are more

easily interpreted than conventional forms. In literature we must approach the author's meaning by words and sentences. The whole does not flash upon us as does the picture from the canvas; so that the first reading of a piece is in the same sense a study of it, and it is a true reading, whether the child reads it aloud or reads silently. It is interpretation, but it is not a complete and perfect reading in the light of the full purpose of the whole. The spirit and meaning of the composition, as a whole, determines the meaning of subordinate parts, the emphasis of force and of time, the inflection and modulation of voice, the gestures, etc.

In dealing with selections requiring much study the following points are suggestive:

Seek in the assignment of the lesson to arouse interest of the class in the subject matter of the selection. Encourage the pupils to interpret as much of the story as possible from the pictures before reading the lesson.

Assign a lesson to be studied as a whole from questions or topics on the board. The pupil may or may not write answers to these questions. It is often best to have the answers written.

Question upon the story before any oral reading is done. Be careful to get the facts in their proper order. Unless this work is carefully and thoroughly done it is not of much value. (Let pupils take books and find answers if necessary.)

While developing the thought see that pupils work out, as nearly as possible, all new words by their use in the sentence, and through their knowledge of other words. Have the pupils picture clearly the scenes portrayed in the selection. Often have pupil give thought of a paragraph in his own words. This work will vary greatly with different selections. No formal plan could be uniformly followed.

After the development of the thought of the selection and the mastery of the new words, begin the oral reading, or the oral reading may come in the next recitation.

It is often an excellent exercise to question upon the particular fitness and adaptability of the words, to express the meaning and to get the children's idea of the meanings of particular words and phrases. This study is very valuable, but requires the best judgment on the part of the teacher, or it is only confusing.

When he has mastered the formal difficulties in a piece of this kind, each child should read at least a paragraph in his best style, being required to do his best in pronunciation, voice, position, and correct rendering of the sense.

Throughout these grades there should be used much easy supplementary reading matter. We think that at least one-fourth of the reading exercises should be of such a character that the pupils may read with few interruptions, the main purpose being abundant practice, fluency, and to cause the pupils to enter into the spirit of the author. This may be called, for the want of a better term, extensive reading, and the matter read should be easier than the intensive. At times it should be silent reading.

In a sense, a child learns to read as he learns to talk and walk—by practice—after he has, in the first two grades, acquired skill in interpreting the symbolism of the page.

Extensive or abundant reading of comparatively easy and interesting reading material gives practice. There should be reading and plenty of it. The pupil should read and read abundantly. Fluency will come from this practice. His interest is aroused because he is doing something, and this impulse of interest will gradually surmount difficulties. Insensibly and unconsciously this practice will give him added power.

Liveliness, animation, spirit, vivacity and motion should characterize this reading. Generally, children should know the words, hence the reading should be comparatively easy in character.

It should be borne in mind that this kind of reading is the opposite of the so-called intensive. The intensive is the subjective—the content side of reading. The extensive is the objective. Both sides should be cultivated. Thoroughness is the word in intensive reading; spirit is the word in the extensive. Not many questions or interruptions; little diversions from the spirit and swing of the selection; not so much knowledge as culture value should characterize this extensive reading.

Abundant reading of this comparatively easy matter, under the guidance of a teacher who appreciates the spirit of the best authors has a decided value, and cannot fail to enlarge the life of the child.

Purpose of Reading.

In all school reading the teacher should keep in mind the following purposes:

1. To lead the pupils to see that every selection involves a speaker (sometimes two or more, yet all summed up in one—the author), and a hearer or hearers.

2. To confer upon the pupils the power to take the place of the speaker and express orally, in good connected language of their own, the thought of a lesson as a whole.

(a) The power to analyze the incident or story into its parts.

(b) The power to give the main thought.

(c) The power to tell the author's purpose. (In the third grade pupils should be able to tell whether the author's purpose is to give knowledge, to please, or cause us to act in a particular way.)

3. To confer power to take the place of the speaker and express in writing the thought of the lesson as a whole. (This exercise should be given only occasionally.)

4. To confer power to see the relation of the language to the main thought and purpose. (In this connection the meaning of new words is to be worked out.)

5. To develop force in silent and oral reading.

6. To train the voice and break up habits of slovenly and careless speech by regular and spirited exercises that shall result, (1) in the child gaining command of the respiratory and vocal organs; (2) culture of the voice; and (3) correct articulation and enunciation of words.

7. To cultivate the feelings and emotions—the spiritual nature of the child.

8. To cultivate an abiding taste for good literature.

Suggestive Outline for Reading in the Upper Grades.

In considering the subject of reading, one should see that here, perhaps, more effectively than elsewhere, the pupil learns that the great law of life is the conscious striving toward the realization of ideal manhood and womanhood. He lives in ideal successful life experience that he may gain the power to live the same life in reality. He should see that reading or literary study is a means of self-revelation; that certain selec-

tions are chosen because they embody "fundamental, universal, ideal truth; that they are founded on that which is essential and abiding; they have to do with the innermost life; they set up the goal towards which the human race aspires; they continually beckon us onward, upward."

This subject presents itself in a two-fold light—the silent phase and the oral phase.

It has been said that, "Reading, whether silent or oral, is the process of interpreting written discourse." The idea of interpretation is considered as the connecting link. It is true that good oral reading is impossible without skill in interpretation, and it is also true that proper oral expression aids greatly in stimulating, simplifying and crystalizing thought.

The pupil should see that the printed page is the medium of communication between his mind and the mind of the author; that back of the symbol lies the meaning, the spirit, the life.

Perhaps this work should, at first, deal with short selections—single poems and prose selections—marked for unity and artistic perfection, complete masterpieces in themselves, which makes it comparatively easy for the pupil to grasp the entire lesson plan. Then later should come the study of longer compositions. In this the mind acquires a discipline in dealing with larger subjects, in mastering the connections of the thought, in seeing the bearings of things and the dependencies of parts, which it cannot gain from short or fragmentary selections.

A much discussed point in the teaching of classics today is whether the work should be extensive or intensive. Perhaps the best view of the matter is that a certain few selections should be studied quite thoroughly, that the pupil should gain power to see the main features of truth and beauty in the selection. He should see that it contains intellectual, emotional and volitional elements, but that two are as means to reach the third; that the first reading should be for the purpose of grasping the thought as a whole; the second, a study of definite portions each day, mastering the new words as to pronunciation, enunciation and meaning, working out clear mental pictures, seeing for what idea each picture stands, and that the thought is made more concrete, more clear, and more beautiful by the use of the literary figures, and the geographical, historical, literary or mythological allusions. The third reading should

be for the purpose of seeing the unity and harmony of the entire selection, and of memorizing striking or beautiful expressions.

After a few selections have been studied in this way the pupil will have learned what he is to look for in reading any piece of literature, and the remainder of the time might be given to the extensive idea. The pupil should be brought into as close a knowledge of the life and prominent writings of the author as possible. Many selections may be read in order that the pupil may simply enjoy their beauty. Of course the success of it largely depends upon the wisdom and discretion of the teacher.

Because of the nature of the discourse, any literary selection, of whatever character or length, must be studied as to theme, imagery or embodiment, and language or style, and the answer to the question as to which of these ideas should be considered first is entirely dependent upon two things: first, the age or mental condition of the pupil; and, second the nature of the selection.

Many excellent pieces of literature are so simple that the pupils's mind grasps the central thought at once, as in "The Arrow and the Song," "The Rainy Day," "To a Waterfowl," etc. Here the greater length of time should be spent in understanding the embodiment. In such selections as "The Chambered Nautilus," "Evangeline," etc., much time must be spent on the language and embodiment, the theme being one of the last things reached.

Help may be given by leading pupils to recognize and appreciate similar expressions or ideas in different selections, and by the study of writings that cluster around a common theme.

It must be remembered that the uppermost aim should be to give the pupil the power and the desire to interpret and appreciate pure, wholesome, and elevating literature. "The ability to read is the key that unlocks the treasuries of human knowledge, wisdom and culture."

Work by Grades.

In the work of this department, as outlined below, the effort is to secure good oral reading on the part of all pupils, and also to provide,

1. That the pupils shall read much good literature.
2. That they shall have good literature read to them by the teachers.
3. That they shall read good literature at home.
4. That they shall commit to memory a few choice selections from the best literature, and be drilled in the delivery of the same.

1 B Grade.

Ward's Primer.

Follow directions in Ward's Manual of Instruction.

Teacher will read or tell to the class selections from McMurry's Classic Myths, selections from Hiawatha, selected myths and stories from Children's Classics, as her experience leads her to think desirable. Children should be required to memorize a few choice selections and memory gems from the best literature.

1 A Grade.

Ward's Primer, completed. Brooks's Reader, First Year.

Supplementary reading in readers and story books of same grade.

Follow directions in Ward's Manual of Instruction.

Stories and readings to the class as in 1 B.

Children memorize choice selections.

2 B Grade.

Ward's First Reader, completed.

Supplementary reading in books of same grade. Continue study and drill on phonograms.

Follow directions in Ward's Manual of Instruction.

Stories read or told the class: Robinson Crusoe, Aagoonac, the story of Joseph and other Bible stories. Selections from Myths and Folk Stories, as the experience of the teacher leads her to think desirable.

Children should be required to memorize a few choice selections and memory gems, selected from the best literature.

2 A Grade.

Brooks's Reader, Second Year.

Supplementary reading as in 2 B.

Pupils should be required to memorize a few choice selections and memory gems from the best literature.

3 B Grade.

Ward's Second Reader, completed.

Follow directions in Ward's Manual of Instruction.

Stories read or told to the class: Historical stories, stories of Jupiter, Juno, Apollo, Venus, Midas, Hercules and the Golden Apple, Theseus and the Minotaur, Jason and the Golden Fleece, Pandora and Prometheus.

Pupils should be required to memorize a few choice selections and memory gems from the best literature.

3 A Grade.

Brooks's Reader, Third Year, completed.

Suitable supplementary reading that may be available.

Continue drills on phonograms as a key to new words.

Stories read or told to the class.

Pupils should be required to memorize choice selections from the best authors.

4 B Grade.

Brooks's Reader, Fourth Year, first half.

Literary studies from Longfellow, Bryant, Whittier and Hawthorne.

Supplementary reading as directed in 3 A.

Continue study and drill of phonograms suited to grade.

Stories read and told to the class: Roman stories, American History stories relating to the geography study, selections from Greek and Teutonic Mythology.

Read the class Barbara Fritchie, Paul Revere's Ride.

Pupils should be required to memorize a few choice selections and memory gems from the best literature.

Home reading: Each pupil read one or more books named in list for fourth year.

4 A Grade.

Brooks's Reader, Fourth Year, completed.

Literary studies from Longfellow, Bryant, Whittier, Holmes, and Hawthorne.

Continue study and drill of phonograms suited to grade.
Supplementary Reading as in 4 B, and Story of Lincoln.
Stories read and told to the class as in 4 B.

Pupils should be required to memorize a few choice selections and memory gems from best authors.

Home reading: Each pupil read one or more books named in list for fourth year.

5 B Grade.

Brooks's Reader, Fifth Year, first half.

Special drill in expression.

Supplementary reading as in fourth grade. Also Carpenter's Geographical Readers.

Literary study of a few selections from American poets.

Stories read and told the class relating to History study (see History outline).

Pupils should be required to commit to memory a few choice selections and memory gems from best authors.

Home reading: Each pupil read one or more of books named in list for fifth year.

5 A Grade.

Brooks's Reader, Fifth Year, completed.

Supplementary reading: Selections that are available.

Stories read and told the class relating to the History study of the grade (see History outline). History stories related to the geography study.

Pupils should be required to commit to memory a few choice selections and memory gems from best authors.

Home reading: Each pupil read one or more books named in list for fifth year.

6 B Grade.

Brooks's Reader, Sixth Year, first half.

Supplementary reading: Selections that are available.

Stories read and told to the class relating to the history and geography work of the grade. (See History and Geography courses.)

Pupils should be required to memorize a few choice selections from best authors.

Home reading: Each pupil read one or more of books named for sixth year.

6 A Grade.

Brooks's Reader, Sixth Year, completed.

Supplementary reading from historical and geographical readers.

Stories read and told to the class as in 6 B.

Pupils should be required to memorize choice selections from best authors.

Home reading: Each pupil read one or more of books named in list for sixth year.

7 B Grade.

Literary study of selections from Curry's Literary Readings or American Classics for Seventh and Eighth Gradees.

Pupils memorize a few short selections from best literature.

Home reading: Each pupil read one or more books named for the grade.

7 A Grade.

Selections from Curry's Literary Readings or American Classics for Seventh and Eighth Grades.

Pupils memorize a few choice selections.

Home reading: Pupils read one or more books named for this grade.

8 B Grade.

Selections from Curry's Literary Readings or American Classics for Seventh and Eighth Grades.

Pupils memorize a few choice selections.

Home reading as in 7 A.

8 A Grade.

Selections from Curry's Literary Readings or American Classics for Seventh and Eighth Grades.

Pupils memorize choice selections.

Home reading as in 7 A.

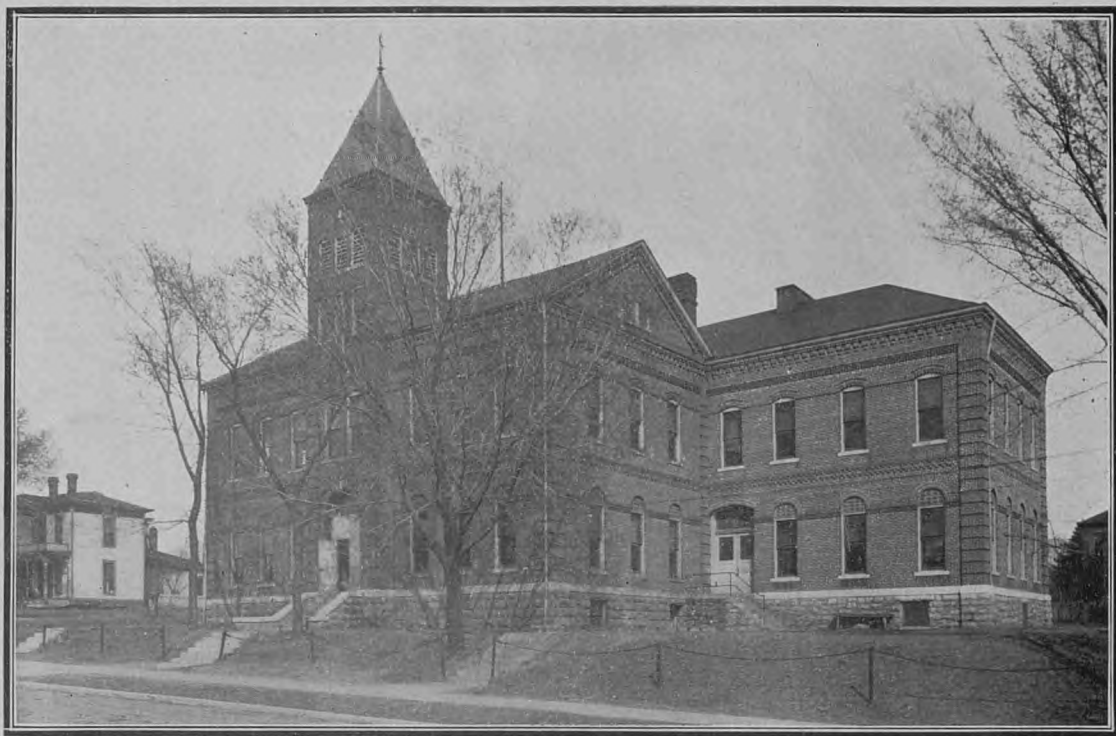
List of Books for Home Reading.

Beginning with the 4 B Grade, pupils are required to read at least one good book each term. The book should be selected from the following lists, which have been selected with great care. Teachers should do all in their power to interest the pupils in this work. More than one book may be read by strong pupils without interfering with the other school studies. Weak or delicate pupils may be excused from the work altogether.

Teachers should require some evidence of the pupil's having read a book, either in the shape of an oral report or a short composition on some character or feature of the book, or some incident in the story. Most of the books found in these lists are to be found in the Independence Public Library. The object of this work is not to put extra burdens upon the children in the line of heavy reading, but simply to direct, in a small measure, the ordinary reading of the pupils, and if possible, to give to each a love for that which is good in books.

Fourth and Fifth Years.

- | | |
|---|---|
| Andrews, Seven Little Sisters. | —Fifty Famous Stories (Retold). |
| —Each and All. | |
| —Stories Mother Nature Told Her Children. | —Stories of the Chosen People. |
| —Ten Boys on the Road from Long Ago to Now. | —Story of Siegfried. |
| Alcott, Jack and Jill. | Brooks, Jolly Cat Tale. |
| —Eight Cousins. | —Historic Boys. |
| —Under the Lilacs. | —Historic Girls. |
| —Aunt Joe's Scrap Bag. | Boyesen, Boyhood in Norway. |
| —Lulu's Library. | —Modern Vikings. |
| Alden, Cruise of the Ghost. | Blaisdell, Child Life. |
| —Cruise of the Canoe Club. | Baum, Wonderful Wizard of Oz. |
| —Loss of the Swansea. | —Magical Monarch of Mo. |
| Burnett, Sara Crewe. | Banks, Boynton Pluck. |
| —Editha's Burglar. | Bland, Stories of the Treasure Seekers. |
| —Little St. Elizabeth. | |
| Baldwin, Old Greek Stories. | —Railway Children. |
| —Stories of the East. | —The Would-be-goods. |



NOLAND SCHOOL.

- Blanchard, Little Tom-boy.
 —Worth His While.
 —Little Miss Mouse.
 —Little Grandmother Jo.
 —Little Sister Anne.
 Craik, Little Lame Prince.
 Clarke ("Sophie May"), Little Prudy.
 —Captain Horace.
 Chase, Stories from Animal Land.
 Defoe, Robinson Crusoe.
 Du Chaillu, Land of the Long Night.
 Earle, The Flag on the Hill-top.
 Eggleston, E., First Book in American History.
 —Story of Great Americans for Little Americans.
 —Hoosier School Boy.
 Ewing, Jackanapes.
 Foote, Little Fig Tree Stories.
 Foulke, Twilight Stories.
 —Braided Straws.
 Fox, Farmer Brown and the Birds.
 French, Sir Marrok,—A Tale of the Days of King Arthur.
 Gould, Little Polly Prentiss.
 Gates, Story of Live Dolls.
 Hall, Adrift in the Ice Fields.
 Hayes, Cast Away in the Cold.
 Holden, Along the Florida Reefs.
 Howells, The Flight of Pony Baker.
 Hill, Fighting a Fire.
 Heermans, Stories from the Hebrew.
 Hoyt, Child's Story of the Life of Christ.
 Jewett, Betty Leicester.
 Johnston, Big Brother.
 —Little Colonel Series (10 vols.)
 —The Story of Dago.
 —The Quilt that Jack Built.
 Jackson, Little Miss Sunshine.
 Jameson, Thistledown.
 Judd, Wigwam Stories.
 Kupfer, Stories of Long Ago.
 Kirby, Aunt Martha's Corner Cupboard.
 Kipling, Jungle Book.
 —Second Jungle Book.
 Knox, Little Almond Blossoms
 Lane, Strange Lands Near Home.
 —Under Sunny Skies.
 —Triumph of Science.
 Lorezini, Pinocchio.
 Lovell, Andy.
 Malcomber, Stories of Great Inventors.
 —Stories of Our Authors.
 Mansfield, Our Little French Cousins.
 Monroe, At War with Pontiac.
 —The Fur-seal's Tooth.
 —Chrystal Jack and Co.
 Miller, Little Folks in Feather and Fur.
 —First Book of Birds.
 —Second Book of Birds.
 Norhoff, Man of War Life.
 Ogden, Courage.
 Page, Two Little Confederates.
 —A Captured Santa Claus.
 Paine, Little Lady.

- Pratt, Stories of Colonial Children.
 Pike, Our Little Korean Cousins.
 Poulsson, Lisbeth Longfrock.
 Richards, Melody.
 —Quicksilver Sue.
 Riggs, Bird's Christmas Carol.
 —Story of Patsy.
 —Story Hour.
 Reynolds, Rosamond Tales.
 Rhoades, Little Miss Rosamond.
 —Only Dollie.
 —How Barbara Kept Her Promise.
 —Ten Girls from Dickens.
 —Ten Boys from Dickens.
 Reid, Josey and the Chipmunk.
 Roberts, Little People of the Sycamore.
 —Return to the Trails.
 Sewell, Black Beauty.
 Schwatka, Children of the Cold.
 Seawell, Little Jarvis.
 Seton-Thompson, Wild Animals I Have Known.
 —Lives of the Hunted.
 —Krag and Johnny Bear.
 —Monarch, the Big Bear of Tallac.
 Shaw, Big People and Little People of Other Lands.
 Smith, Nelson the Adventurer.
 Saunders, Alpatok.
 Stevenson, Child's Garden of Verses.
 Speed, Jack and Nell in Field and Forest.
 Taggart, At Aunt Anna's.
 Welsh, Colonial Days.
 —Pussy Cat Town.
 Wright, Dogtown.
 —Dream Fox Story Book.
 Woolsey, Curly Locks.
 —Mischiefs Thanksgiving.
 White, When Molly Was Six.
 —Little Girl of Long Ago.
 —Ednah and Her Brothers.
 —Borrowed Sister.
 —An Only Child.
 Woodruff, Little Christmas Shoe.

Sixth and Seventh Years.

- Alcott, Spinning Wheel Stories.
 —Rose in Bloom.
 —Jo's Boys.
 —Little Women.
 —Little Men.
 —Old Fashioned Girl.
 Abbott, J. S. C., Columbus.
 —David Crockett.
 —Daniel Boone.
 —DeSoto.
 Allen, The Red Mountain of Alaska.
 —Pinebora Quartette.
 Aesop's Fables.
 Anderson's Fairy Tales.
 Butterworth, Zigzag Journeys (any).
 —Knight of Liberty.
 Bolton, Poor Boys Who Became Famous.
 —Girls Who Became Fa-

- mous.
 Baldwin, Story of Roland.
 —A Story of the Golden Age.
 Baker, Cast up by the Sea.
 Bogart, Border Boy.
 Brooks, Boy of the First Empire.
 —True Story of Benjamin Franklin.
 —Story of Lafayette.
 —Story of Tristram.
 —Century Book of the American Colonies.
 —Century Book of the American Revolution.
 —Story of the United States.
 Blanchard, Her Very Best.
 —Daughter of Freedom.
 —A Revolutionary Maid.
 Burnett, Little Lord Fauntleroy.
 —Two Little Pilgrims' Progress.
 —Little Princess.
 Barnes, Little Betty Blew.
 —Lass of Dorchester.
 Bouvet, Bernardo and Laurette.
 Barber, Wagner Opera Stories.
 Bowman, Life of Lewis Carrol.
 Burroughs, Squirrels and Other Fur Bearers.
 Brook, M., How Marjory Helped.
 Custer, The Boy General.
 Coffin, Boys of '76.
 —My Days and Nights on the Battlefield.
 —Boys of '61.
 —Winning His Way.
 Clemens, Prince and Pauper.
 Catlin, Marjory and Her Neighbors.
 Carpenter, The Story of Joan of Arc.
 Comstock, A Bay of a Thousand Years Ago.
 Deland, Josephine.
 Dole, Heidi.
 Dodge, Hans Brinker.
 —Land of Pluck.
 —Donald and Dorothy.
 Dodgson, Alice in Wonderland.
 DuChaillu, Lost in a Jungle.
 —Country of the Dwarfs.
 Drake, Watchfires of '76.
 —Making the Ohio Valley.
 Drysdale, The Young Super-cargo.
 Dana, Two Years Before the Mast.
 Ellis, Down the Mississippi.
 —Uncrowning a King.
 Eggleston, G. C., Captain Sam.
 —The Signal Boys.
 —Jack Shelby.
 —Bale marked circle "X."
 French, The Junior Cup.
 —Pelham, and His Friend Tim.
 —We All.
 Foa, Boy Life of Napoleon.
 Goss, Jed: A Boy's Adventures in the Army.
 Gilman, Magna Charta Stories.
 Greey, Young America in Japan.

- Grimm's Fairy Tales.
 Green, Pickett's Gap.
 Hale, ed., Arabian Nights.
 Henty, Beric, the Briton.
 —By Right of Conquest.
 —In Freedom's Cause.
 —Lion of St. Mark.
 —By Sheer Pluck.
 Hook, Little People.
 Hamlin, Nan at Camp Chicopee.
 Irving, Six Girls.
 Ingersol, E., Wild Neighbors.
 Jewett, White Heron.
 Jamison, Seraph, the little Violinist.
 Jenks, Capt. John Smith.
 Knapp, The Boy and the Baron.
 Knox, Boy Travelers on the Congo.
 —Boy Travelers in South America.
 —Boy Travelers in Japan and China.
 Kingsley, Greek Heroes.
 —Water Babies.
 Kipling, The Jungle Book.
 —Second Jungle Book.
 Kingston, In the Eastern Seas.
 Kenyon, Life of Edison.
 Kirk, Dorothy Dean.
 —Dorothy and Her Friends.
 Lothrop, Pepper Series.
 Long, Wilderness Ways.
 —Secrets of the Woods.
 —Ways of Wood-Folk.
 Lang, Pink Fairy Book.
 —Violet Fairy Book.
 —Gray Fairy Book.
 —Green Fairy Book.
 —Yellow Fairy Book.
 —Red Fairy Book.
 —Blue Fairy Book.
 Miller, Joaquin, True Bear Stories.
 Martineau, Peasant and Prince.
 —Feats of the Fiord.
 Magruder, Child Amy.
 Munroe, Crockett and Bowie.
 —Snow Shoes and Sledges.
 Madison, A Maid at King Alfred's Court.
 —In Doublet and Hose.
 Marshall, Girl Ranchers of the San Coulee.
 Madden, Little Queen.
 Mabie, Poems Every Child Should Know.
 —Myths Every Child Should Know.
 Moore, N. H., Deeds of Daring Done by Girls.
 Nicolay, Boy's Life of Abraham Lincoln.
 Parry, Little Daughters of the Revolution.
 Pratt, Story Land of Stars.
 —American History Stories.
 —Legends of Norseland.
 Pyle, Jack Ballister's Fortune.
 Putnam, Life of Lincoln.
 Ruskin, King of the Golden River.
 Rich, The New Boy at Dale's Raymond, Quaker Maiden.
 Reed, Amy in Acadia.
 Richards, Melody.
 —Captain January.
 Riggs, Polly Oliver's Prob-

- lem.
 —Timothy's Quest.
 Rome, The Nurnberg Stove.
 Seton-Thompson, Biography
 of a Grizzly.
 —Animal Heroes.
 Slosson, Fishin' Jimmy.
 Stoddard, Little Smoke.
 —Crowded Out o' Crowfield.
 —On the Old Frontier.
 —Village Champion.
 —The White Cave.
 —Ned, The Son of Web.
 Scudder, Life of Washington.
 Swett, Bilberry, Boys and
 Girls.
 Saunders, 'Tilda Jane.
 Stevenson, Tommy Reming-
 ton's Battle.
 Sheldon, A Christmas Pres-
 ent of a Thousand Men.
 Stein, Gabriel and the Hour.
 Stratemeyer, American Boy's
 Life of Theodore Roosevelt.
 —American Boy's Life of
 William McKinley.
 Seawell, The Great Scoop.
 —Decatur and Sumers.
 —Midshipman Paulding.
 Stanley, In Darkest Africa.
 Taggart, Little Grey House.
 —Miss Lochinvar.
 —Nut-brown Joan.
 Thurston, The Testing of Sid-
 ney Dean.
 Thompson, Betty Seldon, Pa-
 triot.
 Tomlinson, Rider of the Black
 Horse.
 Trowbridge, J., Three Boys on
 an Electrical Boat.
 Trowbridge, J. T., Jack Haz-
 zard.
 Vaile, Story of the Great Rock-
 ies; M. M. C.
 Wesselhoeft, Jack, the Fire
 Dog.
 Wright, Children's Stories of
 American Progress.
 Warner, Being a Boy.
 Wells, Story of Betty.
 Ward Gypsy Breynton.
 Woolsey, Little Country Girl.
 Waterloo, The Story of Ab.
 Whitney, Faith Gartney's Girl-
 hood.
 Wyss, Swiss Family Robin-
 son.

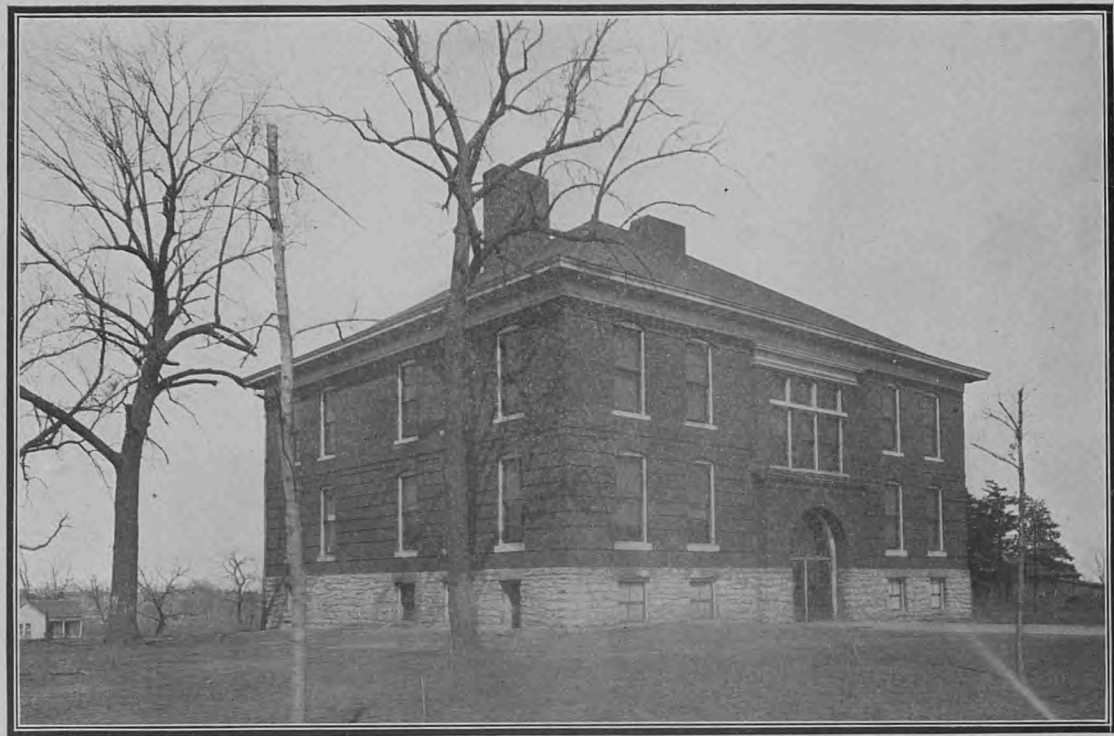
Eighth Year.

- Abbott, Blue Jackets of '61.
 —Blue Jackets of 1812.
 —Blue Jackets of '76.
 Austin, Uncle Sam's Secret.
 Butterworth, Great Composers.
 —Boys of Greenway Court.
 —Wampum Belt.
 —Patriot School Master.
 Brooks, E. S., Master of the
 Strong Hearts.
 Brooks, N., Boy Settlers.
 —Boy Emigrants.
 —Lem, the Story of a New
 England Boy.
 Brooks, Story of the Iliad.
 —Story of the Odyssey.
 —Boys' and Girls' Herodo-
 tus.

-
- Knightly Legends of Wales.
 Bunyan, Pilgrim's Progress.
 Beard, American Girl's Handy Book.
 —American Boy's Handy Book.
 —Outdoor Handy Book.
 —Jack of All Trades.
 Bolton, Famous European Artists.
 —Famous American Statesmen.
 Bailey, Among the Law Makers.
 Bjornson, Arne.
 —A Happy Boy.
 Barnard, The Tone Masters.
 Blanchard, Miss Vanity.
 —Girl of '76.
 —Bonny Leslie of the Border.
 Barbour, Four in Camp.
 —Four Afoot.
 —Captain of the Crew.
 —Crimson Sweater.
 Baker, Boy's Book of Inventors.
 Bennett, Master Skylark.
 Brady, In the War with Mexico.
 Barton, When Boston Braved the King.
 Crockett, Red Cap Tales.
 Clover, On Special Assignment.
 Cheney, Life and Letters of Louisa M. Alcott.
 Cooper, Pioneers.
 —The Pathfinder.
 —Prairie.
 —The Deerslayer.
 —The Last of the Mohicans.
 —The Spy.
 —The Pilot.
 Cable, Old Creole Days.
 —Strange True Stories of Louisiana.
 Coffin, Story of Liberty.
 —Marching to Victory.
 —Drum Beat of the Nation.
 —Redeeming the Republic.
 —Old Times in the Colonies.
 Church, ed., Story of the Iliad.
 —Story of the Odyssey.
 —Story of the Aeneid.
 —Greek Heroes.
 —Stories from Homer.
 Champney, Witch Winnie Series.
 —Pierre and His Poodle.
 —Patience, A Daughter of the Mayflower.
 —Anneke, A Little Dame of New Netherlands.
 Chapin, Wonder Stories from Wagner.
 Craik, John Halifax, Gentleman.
 Cross, Silas Marner.
 Clough, Plutarch's Lives.
 Cochran, The Romance of Industry and Invention.
 Connor, Black Rock.
 —The Sky Pilot.
 —The Man from Glengarry.
 DuChaillu, Stories of the Gorilla Country.
 Dickens, Any of his works.

- Dana, To Cuba and Back.
 Dumas, The Count of Monte Cristo.
 —The Three Guardsmen Series.
 Drysdale, Cadet Standish of the St. Louis.
 —Young Reporter.
 —Young Consul.
 —Treasury Club.
 —Beach Patrol.
 DuBois, Elinor Arden, Royalist.
 Douglas, Almost as Good as a Boy.
 —A Little Girl in Old Boston.
 —A Little Girl in Old New York.
 Deland, Successful Venture.
 —In the Old Herrick House.
 Elster, Prince Henry's Sailor Boy.
 Edgar, Wars of the Roses.
 Eggleston, E., Hoosier Schoolmaster.
 —The Circuit Rider.
 Ewing, Jan of the Windmill.
 Fiske, War of Independence.
 Frost, Wagner Story Book.
 Foster, Lost Expedition.
 —Cordelia's Pathway Out.
 —Hortense, a Difficult Child.
 French, Story of Rolf and the Viking Bow.
 Gaskell, Cranford.
 Gray, The Children's Crusade.
 Gayley, Classic Myths.
 Guerber, Classic Myths of Greece and Rome.
 —The Story of the Romans.
 Garland, Long Trail.
 Gladwin, Widow O'Callagan's Boys.
 Gilliat, Forest Outlaws (Hugo, of Lincoln).
 —In Lincoln Green.
 Historical Tales, American.
 Hall, In the Brave Days of Old.
 Hale, Giants of the Republic.
 —The Man Without a Country.
 Hughes, Tom Brown at Rugby.
 —Tom Brown Series.
 Hawthorne, Tanglewood Tales.
 —Wonder Chair.
 —Grandfather's Chair.
 Henty, By Right of Conquest.
 —With the Allies to Peking.
 —Lion of the North.
 —One of the 28.
 —Boy Knight.
 —Knight of the White Cross.
 Hamblen, We Win.
 Holland, Arthur Bonnicastle.
 —Story of Seven Oaks.
 Irving, Sketch Book.
 —Life of Columbus.
 —Knickerbocker's History of New York.
 —Life of Washington.
 Jonnot, Stories of Heroic Deeds.
 Jackson, Sunlight and Shadow.
 Knox, Boy Travelers in Russia.
 Kipling, Captain Courageous.
 Krause, We Ten.

- Kingsley, Water Babies.
 Keysor, Murillo and Spanish Art.
 —Albrecht Durer and His City.
 Lamb, Tales from Shakespeare.
 —Adventures of Ulysses.
 Lincoln, Unwilling Maid.
 Lodge and Roosevelt, Hero Tales from American History.
 Lossing, Two Spies, Hale and Andre.
 Miller, Bird-Ways.
 —In Nesting-time.
 Montgomery, Two Great Retreats of History.
 Malone, Winning His Way to West Point.
 Norton, Jack Benson's Log.
 Mabie, Heroes Every Child Should Know.
 Norhoff, Politics for Young Americans.
 Porter, The Scottish Chiefs.
 Parkman, Pioneers of France.
 —Montcalm and Wolfe.
 Pyle, Merry Adventures of Robin Hood.
 —Men of Iron.
 Perry, A Flock of Girls.
 —A Flock of Girls and Boys.
 —Rosebud Garden of Girls.
 —Another Flock of Girls.
 Peary, My Arctic Journal.
 Pier, Boys of St. Timothy's.
 —Harding of St. Timothy's.
 Rochelean, Great American Industries.
 Richardson, Wonders of the Yellowstone.
 Ray, Janet, Her Winter in Quebec.
 —Sidney, Her Summer on the St. Lawrence.
 —Nathalie's Sister.
 —Phoebe, Her Profession.
 Riggs, Rebecca of Sunny-brook Farm.
 —New Chronicles of Rebecca.
 —Summer in a Canon.
 Repplier, Book of Famous Verse.
 Roosevelt and Others, The Ship of State.
 Swift, Gulliver's Travels.
 Scott, Ivanhoe.
 —Kenilworth.
 —Tales of a Grandfather.
 —The Monastery.
 —The Abbot.
 —Heart of Mid-Lothian.
 Strickland, Queens of England.
 Souvestre, Attic Philosopher in Paris.
 Smith, Caleb West; Master-Diver.
 Smith, R. P., Rival Campers.
 Stevenson, Treasure Island.
 —Young Section Hand.
 Strong, Kobo; A Story of the Russo-Japanese War.
 Stoddard, With the Black Prince.
 —Boys of Bunker Academy.
 Saunders, Story of the Grovellys.



BENTON SCHOOL.

- Seymour, Tragedies from Shakespeare.
—Comedies from Shakespeare.
Stratemeyer, Life of Wm. McKinley.
St. John, Things a Boy Should Know About Electricity.
Seelye, Montezuma.
Stables, To Greenland and the Pole.
—England's Hero Prince.
—Rob Roy, McGregor.
Sharp, A Watcher in the Woods.
Scott, The Romance of Polar Exploration.
Swett, Tom Pickering of Scutney.
Taylor, Views Afoot.
True Stories of Heroic Lives (compiled).
Thompson, A. E. Betty Seldon, Patriot.
—Green Mountain Boys.
Tennyson, Enoch Arden.
—Idyls of the King.
Thayer, From Tannery to White House.
Thurston, Dan, a Citizen of the Junior Republic.
Tomlinson, Winning His "W."
Verne, From Earth to the Moon.
Wells, Patty Fairfield Series.
Ward, The Master of the Magicians.
—A Singular Life.
Wallace, Ben-Hur.
Wright, Citizen Bird.
Waller, Daughter of the Rich.
Williams, The Mutineers.
—The Substitute Quarter-Back.
—Master Skylark.
Wood, The Sword of Wayne.
Yechton, B., We Ten.

Language.

INTRODUCTORY.

1. One period daily during the first eight years of school shall be given to training in English.

2. During the first six years the work shall be of two kinds:

- (a) Composition, for training in language expression.
- (b) Constructive, for the objective study of the language with a view to securing correct usage in punctuation, capitalization, selection of words and arrangement of the sentence.

3. During the seventh and eighth years the work shall consist of:

- (a) Composition (one lesson per week).
- (b) Grammar, as the science of language, for furnishing an instrument of interpretation and criticism (four lessons per week).

If the child is to secure control of the English language as an instrument for the expression of his thoughts, it is to be clearly comprehended (a) that the child must be kept under the influence of good models of expression during the first years of school life, when imitation is the chief motive principle leading to the mastery of all the arts, and (b) that every thought which is improperly expressed, orally or on paper, must be criticized. The fact that the child very frequently comes to school burdened with bad forms of expression, which, by imitation, he has acquired at home or on the street, makes it all the more necessary that everything spoken or written at school shall become a part of the child's training in English. Criticism should always be given so as to make the child feel that the teacher is a patient, sympathetic helper.

The art of talking, or oral composition, should receive the

most careful consideration throughout the entire school course. From the very first pupils should be taught to speak distinctly and loud enough to be heard easily in all parts of the room. They should endeavor to improve their diction, to learn how to express their thoughts in correct, simple English, and in a pleasant, well modulated tone of voice. They should be taught the proper manner of sitting or standing while talking to an individual or to the class. They should be drilled in the proper attitude while listening to a fellow pupil recite. The proper attitude of the class is most helpful to the one reciting.

In the conversational recitation pupils should not be required to answer in complete sentences. In the topical method of reciting, pupils should always be required to answer in complete sentences. In the higher grades, pupils should be taught to outline a subject and talk to the class or the school from "points." Offhand debates should be encouraged. Avoid affectations of every kind. The teacher should strive to be a model in her conversation. She should talk so as to inspire pupils to improve their powers of oral expression.

The form side of written discourse should receive careful attention in all the grades. Pupils should be taught to spell correctly, to use capital letters properly, to write neatly and legibly, to space properly between words and sentences, to indent paragraphs, to punctuate correctly, to leave the proper margins, and to arrange the written composition on the paper in an artistic manner. Pupils should also be trained in sentence and paragraph structure. To teach pupils to do this work properly will require much time and attention. In addition to this, pupils should receive instruction in diction, in the choice and statement of a subject, the collection and arrangement of material, and especially in the art of expression. Pupils should be taught to express themselves with ease and clearness in good idiomatic English.

Nearly every exercise of the school furnishes an opportunity for language drill. In every subject, arithmetic, geometry, history, etc., the teacher should insist on the use of clear, correct and concise English. Even in the explanation of a problem in arithmetic, the language should be not simply mathematically correct, but clear, concise, and grammatically correct as well.

Great skill is needed in giving children correct forms of expression. Teachers should study the needs of each separate child. Language is of indispensable assistance to thought power. "Accurate forms of language should enter consciousness during the white heat of thought, to be fused and blended with the thought uppermost in mind. The slightest correction quietly made when the child needs the word or the correct form of the sentence to express a living thought, is far more valuable for its instantaneous results than the learning and application of rules. The main difficulty is the failure on the part of teachers to seize the true opportunity to teach language forms. If the correction or the suggestion of a word burdens or obstructs the thought in oral language, it should not be made."

The element of interest, so important to the learner in any subject, is peculiarly so in composition. It is of the utmost importance in all exercises in composing to enlist the fullest interest and pleasure of the pupils. Mere drill may be useful in some studies, but it can accomplish little in composition.

FIRST YEAR.

Composition.

A progressive course of training in language expression, entirely oral at first, but written, also, as soon as the child can write, leading up to the short oral and written descriptions and narrations.

Oral Work.—The most effective training this year will be given, necessarily, in the oral exercises. Under the stimulus of the teacher's encouragement the child must be gently led to express himself clearly and connectedly. The main fault in the child's expression will be poor arrangement. He has insufficient appreciation of time relations. In his descriptions he is apt to speak of whatever attribute attracts his attention first, due to his apperceptive condition of mind as determined by his local surroundings, unfamiliar to the teacher.

To overcome these difficulties the teacher must be a logical questioner, so that the child's answers shall be logically related. As are the child's conceptions so will be his expression. Hence, the importance of forming correct mental habits in children at the beginning; habits of seeing essentials first and the details

afterward. If, therefore, the teacher is to expect logical arrangement in reproduction work on the part of the child, she must make the observation work logical.

Written Work.—The first written work in composition will be that in which the pupils are led to make statements concerning something which they have studied. The teacher will write these on the board, thus forming a "class composition," which should be read by the pupils.

Before pupils are required to do such work independently they will have been prepared for it by learning to write, to copy words, phrases and sentences, and by mastering the necessary mechanical difficulties pointed out under Constructive Work.

The logical arrangement spoken of in the oral work should be insisted on even more particularly in the written work. The teacher should also carefully train the children from the beginning to feel responsible for every detail of the written work, not only the matter of arrangement and choice of words, but also the spelling, penmanship and neatness of the paper. All work not executed up to the maximum of the pupil's capability should be rejected.

Constructive Work.

In this year should be begun a systematized course of objective language study, in connection with the training in language expression in the composition work, leading up to the study of English grammar, in the higher grades, as the science of the English sentence.

Capitals and Punctuation.—1. Training in the use of capitals at the beginning of sentences, names of persons, days of the week, month of the year and the pronoun "I."

2. Recognition and use of the period and the interrogation point.

Study of Words.—The oral work in this subject should be supplemented by written work as soon as the child can write sentences. Teachers should give much attention to words and expressions used by the pupils and the forms of sentences. Correct all errors when it can be done without hindering the thought of the child. Give training in use of correct expressions.

The written work should follow the lines of the oral and consist of:

- (a) Copying sentences containing correct forms.
- (b) Writing elliptical sentences, supplying correct forms.
- (c) Writing original sentences containing correct forms, or exemplifying correct usage of less frequently used, but essential forms of expression.

Select work from the outlines under "Word Study" in second year.

SECOND YEAR.

Composition.

Let the teacher first ascertain how much power of expression, oral and written, her pupils possess. She will probably find them lacking in continuity of thought, and defective in "arrangement." It will probably be found necessary at first to employ many of the methods of the first year.

Oral Work.—The oral work of this grade should be found in the nature and culture work of both the first and second grades. These topics of conversation should be of such a nature as to afford opportunity for training in (a) logical arrangement, (b) use of correct language forms, (c) choice of words. Towards the close of the year there should be attempts at more complete descriptions and narrations.

Descriptions at first must be of a very elementary character. Pleasing, interesting objects should be presented for description and should, at first, be described by parts or attributes, depending on the nature of the object. Let the child be trained to give, first the appearance of the object as a whole, size, shape, color, etc., and then the details in order of importance. This does not imply the repression of originality in the child, but rather a directing of his energies to the greatest good.

Have pupils recite choice selections they have committed to memory. Use every effort to secure clear, accurate language, in good tone of voice and exact enunciation. Give much attention to position and manner of pupils when talking.

Written Work.—In this, also, many of the methods of the first grade may be profitably continued. Narrations in the forms of elliptical sentences may be placed upon the board to be copied and filled in by the pupils. The teacher may select words connected in thought with which the children may be required to form stories. Here the teacher should not accept any disconnected sentences.

Some written composition exercise should be of almost daily occurrence, with one language period per week devoted exclusively to the written work. Dictation exercises should be of frequent occurrence.

As soon as the child is able he should be allowed to write compositions of wider scope, as, for instance, the story of a rain drop, of a leaf or a flower, told in autobiographical manner.

After third or fourth month pupils will be able to write short descriptions and narrations, reproductions and picture stories. These should follow closely the oral work.

Teacher dictate short selections to class. Have class write short selections they have committed to memory.

Exceeding care must be taken in this grade to insist that papers shall be neat, penmanship the best possible, spelling, punctuation and capitals correct. Good form must always accompany good content or both are futile.

While we may and should give much attention to the mechanical detail, the teacher should remember that the arrangement of ideas, construction of sentences and choice of words is a growth, and there is danger of hampering individuality by expecting too much in these lines. Great encouragement must be given to every earnest endeavor, though the product be poor. Spontaneity of the child must, in no instance, be crushed.

The subject matter of the language work should to a large extent be selected from the regular studies of the class. Special attention should be given to the language of the pupil in all class work.

The teacher should not only be familiar with the work of the first grade, but also with the work of the following grades, in order that she may shape the work of her own class properly to form a foundation for the succeeding grades.

Constructive.

Review carefully, according to the needs of your class, the work of the First Year.

Capitals and Punctuation.—In addition to the capitals taught in the first year, teach the use of the mark of possession, the quotation marks, the comma in the simplest constructions, and the hyphen at the end of lines.

Study of Words.—The oral work in this subject should

be supplemented by written work.

1. Training in the correct use of the inflected forms of the personal pronouns, the work to be confined to the necessities of the child in this year. There should be drills in the common mistakes in their use.

2. Study of such plural forms as are necessary at this time.

3. Corrections of mistakes in agreement of verb and subject in number.

4. Training in the use of the predicate nominative found in common mistakes like "It was him," "It is me," etc.

5. Training in the correct use of simple tense forms of verbs, especially of those most frequently misused, such as are frequently noticed in the use of such words as "sit," "seen," "went," "come," etc.

6. Training in the use of compound tense forms needed. Common mistakes are such as "As I come" for "As I was coming," "I been there" for "I have been there," etc.

7. Training in the use and meaning of the preposition, such as "in," "on," "under," "over," "above," etc. These are to be taught by means of actions and objects.

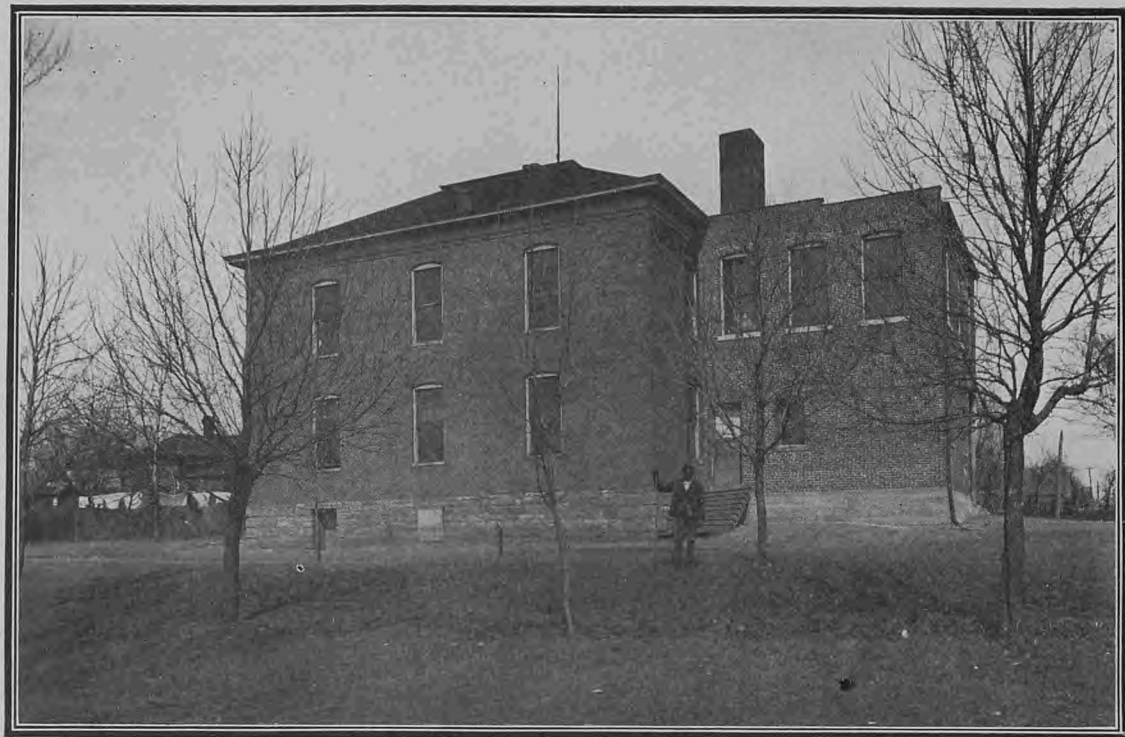
8. Training in the proper use of "a" and "an."

9. Teach formation of possessive, singular and plural, in common use.

10. Make special study of all mispronounced words.

11. Watch the use of synonymous terms, as "great," "large," "small," "tiny," etc.

NOTE.—This work might be carried to any extent, and therefore needs to be guarded. Let the purpose be not so much to increase the vocabulary, as to train in power to use the words when needed. It is not intended that every item outlined above should be taken by every class of this grade. This work outline is meant to be suggestive rather than directive, for each class will have its peculiar classes of mistakes, and its peculiar needs in words and forms of expression. However, each teacher will need to study this outline and the principal incorrect expressions of her own class and plan accordingly.



YOUNG SCHOOL.

THIRD YEAR.

Composition.

Oral Work.—The oral expression in this grade should be carefully guided. Besides the oral drill that comes in the regular recitation work, special practice should be given in short oral descriptions, narrations and reproductions. Give careful attention to voice and articulation. If these oral lessons are skillfully managed the pupils will acquire more and more power in accurate independent written work.

Written Work.—Founded upon oral drills and following them more or less closely. Strictest attention to neatness and correctness in arrangement.

Let the work in simple narration and description be continued in this grade. Simple but beautiful models of these two forms of composition should be studied with the pupils by way of giving them a standard.

Inventive compositions should not be long. Narrations should not contain too many incidents. Descriptions should follow one of the two lines—description by parts or description by attributes.

Drill in the use of easy compound and complex sentences to avoid the use of too many short simple sentences.

Special drill in easy paragraphing should be introduced in this grade.

Teach and drill upon the simple forms of letter writing during the second term's work. Give short dictation exercises, and have the class write verses or selections that they have committed, as a drill in form. The language work of this grade should be divided equally between oral and written work.

Two results are to be sought in this work: First, to establish with the pupils the habit of formulating, with the minimum of aid from the teacher, their own conceptions and arranging and expressing them in logical form; and second, to give a certain facility in the use of language, that they may be able to speak with confidence and ease within the limits of their knowledge and vocabulary. Every exercise, therefore, should have in view these three things: Logical arrangement of ideas, construction of sentences, and choice of words.

Subject Matter.—Largely the subjects of study in the

school program. Picture lessons and lessons based on the life of the home and city should be occasionally taken. The teaching of elementary science presents the most and best opportunities for pupils to write simple sentences. The pupils are investigating some interesting subject; they observe one thing, and this observation is expressed in one sentence. Then follows more observation and another sentence. Thus the pupils make simple notes of what they see.

These easy steps, carefully conducted, will lead up to the ability to describe objects fully by a logical plan. They may keep weather records and write their observations: "The wind blows from the east," "It is cloudy," etc. When a class returns to the school room full of interest in what they have seen in the fields, they should write an account of the objects which interested them most. These suggestions are very meager indications of the wealth of subjects for writing.

Constructive.

Capitals and Punctuation.—1. Teach all uses of capitals, giving daily attention to their use in the written work.

2. Teach all uses of periods, the use of the apostrophe in abbreviations, of the comma in series of words, headings, etc.

Study of Words.—1. Review and amplify all points in the second grade which are applicable to the work of your class, especially those which cover the habitual mistakes.

2. Give attention to the proper use of the comparative and superlative degree of the adjective, also the use of more and most with adjectives of three or more syllables. Correct common mistakes, as "He is the tallest of the two boys," etc. Train in the proper use of the less familiar but needed forms.

3. Teach nouns, common and proper, and the formation of their plurals.

4. Teach the verb, that the pupils may know the correct use of the singular and plural forms.

5. Drill in the correct use of the inflected forms of the personal and interrogative pronouns.

6. Train in correct use of verbs whose meaning is often confounded one with another, as "take" and "carry;" "come" and "go;" "teach" and "learn;" "got" and "have;" "lie" and "lay," etc.

7. Train in the use of adverbs with verbs, giving special

attention to the frequent and common mistakes, such as "He walks slow," "I feel pretty good," "She writes fine," etc.

8. Train in the proper use of prepositions, founded mainly on such mistakes as, "I did not know where you were at," "Where are you going to," "I was to home this afternoon," "The cat wants in," etc.

9. Study of contractions and abbreviations in common use, such as "I've," "I'll," "Dr.," "Gen.," "Rev.," etc.

10. Drill on the forms of the present perfect and past perfect tenses of irregular verbs frequently misused by pupils.

11. Study of colloquialisms: (a) for the correction of common mistakes, as "If I'd a known, I'd a come to school," etc. (b) for training in the correct use of admissible colloquialisms, such as "don't," "doesn't," "won't," "isn't," etc.

Correct all errors occurring in the class work of the school wherever possible. Interest the school, if possible, in purity and beauty of expression.

It is not the purpose to have given a systematically outlined series of lessons in word study, nor to suggest the study or use of technical terms, but rather to emphasize two things as a result to be sought, in composition work; first, the correction of all incorrect forms; and second, training in the use of the less familiar but needed forms.

The work outlined for this grade has a threefold purpose, namely, the correction of mistakes, the increase of the vocabulary, and the training to a better discrimination in the selection of words.

It is not the intention, however, that these various sections should be given in the order in which they occur in this outline, nor in any formal way; nor should technical terms be used, but every occasion afforded by the daily work should be made profitable for practical training along these or similar lines in lessons devoted to that purpose. The teacher must select her topics and adapt her work to the needs of her special class, but she should do it systematically and persistently, and in planning her work should keep in mind the threefold purpose stated above.

FOURTH YEAR.**Grade 4 B.**

Cooley's Language Lessons From Literature, Book I, first twelve chapters.

Grade 4 A.

Cooley's Language Lessons From Literature, Book I, last twelve chapters.

The text book in language is introduced in the fourth year; likewise the dictionary. Pupils should have special instruction in the use of the dictionary. They should be taught how to find words, how to pronounce any word found and to discriminate between definitions.

Teachers should study carefully the "helps" in the introduction to text-book. Also consult the author's paper on Language Teaching in the Grades.

Composition—Both Grades.

Oral.—The "talking lesson" should form an important part of all oral language work. The subject before the class should be discussed by the pupils, the aim being, besides mastery of the thought, to stimulate variety of expression and to give opportunity to choose as to appropriateness. At the close of the oral recitation, the pupils should be led to make a summary of the principal facts developed, and to separate the essentials from the non-essentials, by stating the leading facts learned, in a few clear, logically arranged, appropriate sentences. Give special attention to pupils' position, voice, enunciation, choice of words, form of sentences and clearness of expression. Give pupils drill in reciting short literary selections.

Written.—By the time the pupil has reached this grade, something of the habit of correct expression should be formed. In case there is not, the remedy will be a review according to the methods of the third year.

There should be daily written exercises based upon the work done in the school studies, some phase of these subjects which can naturally and properly be made the subject of a written exercise, having been so presented as to afford opportunity for a "composition exercise."

After this shall have been written by the pupils, the most important thing yet remains to be done—the correction of the mistakes. It is the supreme opportunity of the teacher, while the interest is centered upon the work before the pupils, to have all corrections made.

A part of the written work may be placed upon the board by a few pupils, choosing different pupils each day.

Much practice should be given in writing descriptions and narrations before the pupils are given subjects in which both are combined. Care should be exercised to guide rather than control, looking to the growth in power of self-expression.

Besides the daily written exercises already described, there should be some composition work of a much wider scope, based on the instruction covering a more or less extended division of a subject and being the natural rounding up of a course of lessons. In such exercises the teacher will lead the class in oral recitation to make a summary of the important facts of the subject under consideration in logically arranged, clear, succinct statements, showing due appreciation of essentials and omitting unimportant details. Lead each pupil to make a topical outline of his subject, giving a particular topic or subject for each paragraph to be written. This work will form the basis of a composition which each pupil should write for himself. After these compositions have been corrected and rewritten for the last time they should be copied in the pupil's composition book.

Short, simple descriptions and narrations should form a very important part of the composition drill in this year. In description by attributes or by parts, pupils should be encouraged to make selections of such characteristic qualities and relations as will best serve the purpose of the description. In all work in composition, the purpose the writer has in writing should be kept clearly in view.

Pupils should have frequent practice in writing sentences, making them as clear and beautiful as possible. See that the sentences are perfect in form. Give practice in combining two or more short simple sentences into longer simple, complex or compound sentences. (See suggestions for Fifth Year.)

Much drill in writing easy paragraphs on subjects with which the child is familiar should be given. Also the essentials of letter writing should be taught and drilled upon.

In all written work notice the penmanship, spelling, capitals, punctuation, grammatical correctness, clearness and conciseness. Above all, make composition work enjoyable to the pupil. Study suggestions in the Third and Fifth Years, that the unity of the work may be preserved.

Constructive.

Capitals and Punctuation.—Teach all uses of capitals. Give daily attention to their use in all written work.

Teach all uses of periods, the use of the apostrophe in contractions and abbreviations, of the comma in simple sentences and short compound sentences, and in series of words, headings, etc.

Rules for the use of capitals and punctuation marks should be committed by the pupils.

Sentence Study.—Pupils should be led to observe that every sentence is made up of certain parts. Around these "principal parts" they should be taught to group the modifying words and phrases, not in the sense of formal analysis, but as a simple process of ascertaining their exact meaning as used in the particular sentence. When pupils have acquired the habit of discerning the chief parts (the subject and predicate) of a sentence at a glance, they have the foundation for regulating not only their own language, but for interpreting the language of others.

No attempt is to be made to point out the grammatical relations existing between the parts of the sentence, more than to clearly discern what the words and phrases do in the sentence under consideration.

Sentences on the basis of meaning should be studied and the idea of statement, question, command and exclamation be fully developed.

Give much practice in sentence writing. (Select work from suggestions on sentence writing in Fifth Year.)

Word Study.—Review and amplify all points in the second and third grade work which are applicable to the work of your class, especially those which cover the habitual mistakes.

Teach adjectives, and study the proper use of their comparative and superlative degrees; also, the use of "more" and "most" with adjectives of three or more syllables; also, adjectives com-

pared irregularly, as "good, better, best." First, correcting common mistakes, as "He is the tallest of the two boys," etc.; and second, training to proper use of the less familiar but needed forms.

Teach nouns, common and proper, and their plural forms.

Teach the verb, that the pupil may know the correct use of the singular and plural forms.

Train in the correct use of the inflected forms of the personal, relative and interrogative pronouns.

Drill in the use of the correct forms of the present perfect and past perfect tenses of irregular verbs.

Choice of Words.—To increase the pupils' vocabulary and power to use words accurately, give special drill upon the correct use of certain words liable to be misused. The purpose of this work is to discipline the pupil in grammatical exactness by the correction of errors, and to develop a discriminating sense of the fitness of a word to express a particular meaning, leading to a habit of the critical selection of words. This will include the study and practice in using correctly synonyms and synonymous expressions; words and phrases whose meanings are often confounded or misused. Also drill in substitution of one word or expression for another. (See Suggestions on Substitution in Fifth Year.)

FIFTH YEAR.

Grade 5 B.

Cooley's Language Lessons From Literature, Book II, Part I, first half.

Careful review.

Grade 5 A.

Cooley's Language Lessons From Literature, Book II, Part I, second half.

Review important lessons from beginning of text.

Continued drill in the use of dictionary.

Composition—Both Grades.

Oral.—Making the "talking lesson" an important part of the oral language work. Give special attention to pupils' position, voice, enunciation, choice of words, forms of sentences,

and clearness of expression. Give pupils drill in reciting short literary selections.

Written Composition.—The work of this year will be but an amplification of that of the fourth grade, and according to the methods there suggested. Give daily exercises in composition, with a complete composition once a month, using for subject matter work in other studies. There will be no time in which the daily lessons in some or all the school branches are not developing material which will appear in elegant form as a composition. It should be remembered that composition is the exercise which stimulates the pupil to think for the purpose of conscious expression of his thoughts. hence it produces the highest state of self-activity.

By the fifth year the mechanical matters ought to be incidental. But after the glow of composing is passed, cooler criticism by the pupil himself and the class, and finally by the teacher, should follow, and the paper written again, in the light of these criticisms, for the purpose of more perfect expression. The completed compositions should be preserved by the pupils in the composition book. Drill in description and narration, letter writing, reproduction, dictation exercises, writing selections committed to memory. Train pupils to write common business forms. (a) Letters of application for positions. (b) Notes of invitation and notes accepting invitations, etc.

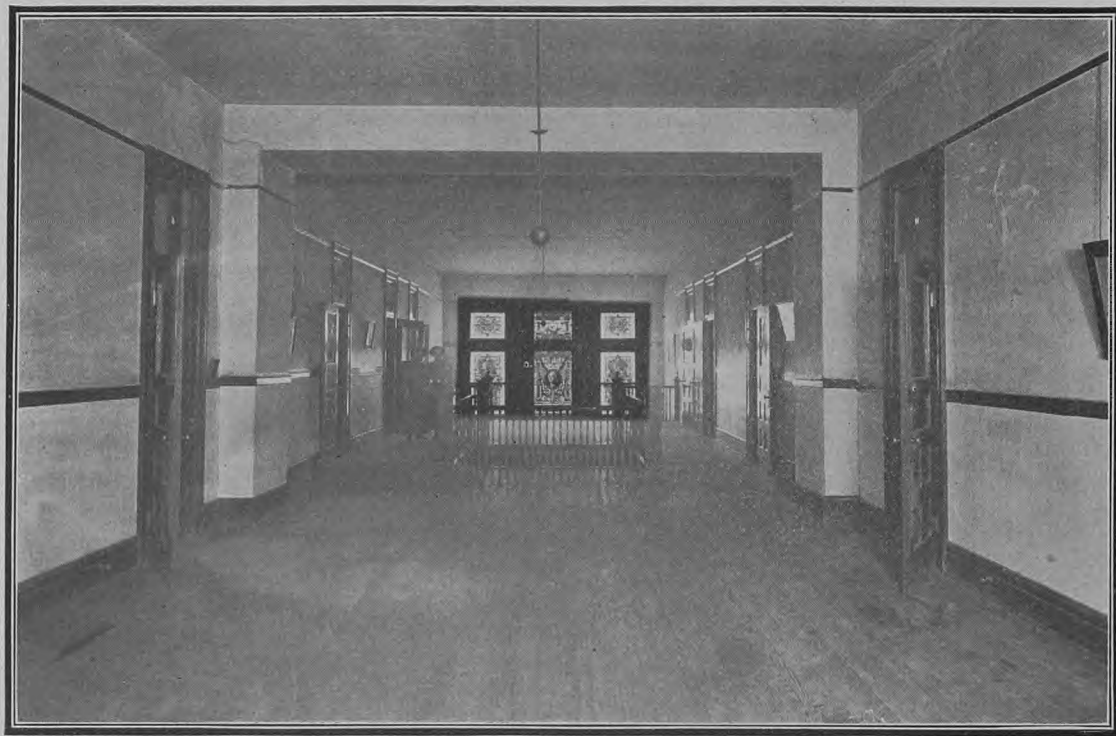
Continue the drill in writing easy paragraphs. Teacher study suggestions given in Sixth Year.

Distinguish clearly between the composing exercise and the formal study of language and form in composition. More will be accomplished if the two forms of work are not confused.

Constructive.

The use of capitals should have been well learned before this grade is reached, but reviews may be given and deficiencies made up by giving dictation exercises, and by having the reasons given for capitals found in other lessons.

Continue the study of punctuation by giving the principles upon which all punctuation is based, as: 1. Punctuation depends upon the degree of separation between the parts. 2. The presence or absence of conjunctions. 3. The punctuation with-



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in the different parts of the sentence.

Sentence Study.—Pupils should be led to observe that every sentence is made up of certain parts. Around these "principal parts" they should be taught to group the modifying words and phrases, not in the sense of formal analysis, but as a simple process of ascertaining their exact meaning as used in the particular sentence. When pupils have acquired the habit of discerning the chief parts (the subject and predicate) of a sentence at a glance, they have the foundation for regulating, not only their own language, but for interpreting the language of others.

No attempt is to be made to point out the grammatical relations existing between the parts of the sentence, more than clearly to discern what the words and phrases do in the sentence under consideration.

Under Word Study is comprehended: 1. The grammatical forms of words. 2. The choice of words to express a certain meaning. Every word studied should be added to the pupil's vocabulary, and words which are not desirable at this time as parts of his vocabulary should be avoided.

Classes should review carefully the Word Study outlined in the Fourth Year.

Suggestions for Word Study Substitution.

Substitution for Nouns.

1. Nouns—

(a) Of equal extent.

The gift was as valuable as the gift of an ancient monarch. **Present.**

(b) Of greater extent.

He was born in England and always praised **England. That country.**

(c) Abstract nouns for class nouns.

Young people are rash. **Youth** is rash.

2. Pronouns—

(a) Personal.

Mr. Brown's chickens annoy **Mr. Brown's** neighbors. **His.**

(b) Relative.

She introduced her sister; **her** sister lives in

Chicago. **Who.**

- (c) The noun clause.

England's wealth is well known. **That England is wealthy** is well known.

Suggestions for Sentence Study.

Teach classes of sentences:

- (a) On basis of use—Declarative, Interrogative, Imperative and Exclamatory.
(b) On basis of form—Simple, Compound and Complex (from the composition standpoint).

Give pupils practice in composing sentences of each class. In all drills in sentence writing great care should be given to the content of the sentences used.

Drill in writing sentences for accuracy in capitalization and punctuation.

Drill in writing sentences emphasizing the agreement of a verb with its subject.

Drill in writing sentences emphasizing the agreement of pronouns with their antecedents.

Drill in writing sentences emphasizing the agreement of tenses in different members of the sentence.

Drill in combining short sentences into longer ones.

Give the class much practice in writing sentences to secure variety of expression, unity, clearness, strength and harmony.

To give variety of expression:

- (a) There should be much study of synonyms and practice in their use.
(b) Give considerable drill in substitution of words for words and phrases, and in transforming words and phrases into phrases and clauses.
(c) Lead pupils to avoid unnecessary repetition of words or phrases in the sentence.

To secure unity lead pupils to avoid:

- (a) Crowding into one sentence material that should constitute two or more sentences;
(b) Hanging one relative clause upon another;
(c) Adding a clause after the sentence is apparently closed;
(d) The use of supplementary or parenthetical

phrases or clauses.

To secure clearness the class should have much drill in writing sentences in which:

- (a) All qualifying words, phrases and clauses are placed so near the words they modify that there can be no mistake as to their meaning.
- (b) All pronouns and pronominals are so placed that they shall refer clearly to their antecedents.
- (c) All ambiguous expressions are avoided.
- (d) All words selected are adequate to express the meaning intended.
- (e) Enough words are used to make the thought clear.

To secure strength or force, drill should be had in writing sentences in which:

- (a) All useless words are omitted;
- (b) All phrases are struck out that repeat the thought already expressed;
- (c) All phrases and clauses are omitted that do not add an idea to the thought of the sentence.

To secure harmony, avoid:

- (a) The unpleasant succession of similar sounds;
- (b) The unpleasant repetition of the same word or expression in the sentence.
- (c) An unnecessary succession of monosyllables.

SIXTH YEAR.

6 B Grade.

Cooley's Language Lessons From Literature, Book II, Part 2, first half.

Careful reviews of work of previous grades.

6 A Grade.

Cooley's Language Lessons From Literature, Book II, Part 2, second half.

Careful reviews of important lessons in text.

Composition.

The work of composing finds a completion of the first stage in this year. All preceding work should be thoroughly

reviewed and an attempt made to make this phase of the work fairly complete, as study of language and grammar will be begun from a different standpoint in the following year.

Continue the talking exercises and give much attention to the oral language of the pupils.

Pupils in this grade are old enough to have had sufficient drill in the preceding years to be able to express themselves in clear English on subjects with which they are familiar. Attention, as at all times, should be given to neatness, spelling, arrangement, manuscript, etc.

There should be frequent exercise in composing, consisting of some brief work based upon instruction given in school or from some personal experience or knowledge. Many of these exercises should consist of drills in sentence and paragraph writing. (See suggestions on sentence writing for Fifth Year.) In addition to this there should be written a few longer compositions in the best style of which the pupil is capable, the same to be corrected, rewritten and preserved.

Drill in writing letters asking about lending money, in application for a position, in answer to an advertisement of house to sell, in thanks for a favor received, etc.

If the work of the preceding years has been fairly well done it will not be necessary to encroach upon the time of other subjects in order to secure good results in English.

The sources of material are the same as in the preceding grades.

The writing of paragraphs should constitute the most important phase of this year's work in composition. (See below.)

Quality of work is of much more importance than quantity.

Give pupils opportunity to write. Make the work pleasant and interesting, and insist that they do it accurately and neatly.

Written exercises should not be accepted unless pupils apply their knowledge in regard to the use of capitals. The same conditions prevail in regard to punctuation.

The reading of good books, always a help, will be found especially valuable in this grade, in cultivating a proper taste and appreciation of good language. We are still concerned with correct practice, and not with technical grammar; hence, the value of studying the best literature.

Constructive.

The use of capitals should have been well learned before this grade is reached, but reviews may be given and deficiencies made up by giving dictation exercises, and by having the reasons given for capitals found in their reading work.

Continue the study of punctuation by teaching the principles upon which all punctuation is based: 1. Punctuation depends upon the degree of separation between the parts. 2. The presence or absence of conjunctions. 3. The punctuation within the parts of the sentence.

Suggestions for Paragraph Writing.

The pupils should be led to see that the paragraph is a group or series of related sentences developing one subject. This subject may stand alone or be one of several topics treated under a single theme in a short composition. They should see that the sentence is only a part of a paragraph.

The paragraph may stand as a miniature composition or it may form an integral part of the whole composition. In the second case it stands related to the paragraph preceding and following it.

Lead the pupils to see that whatever the number of sentences in a paragraph, all are concerned in explaining one subject—each contributing something to the idea set forth in the paragraph.

Study of Model.—Choose from the reader a prose selection of strong literary merit. Have pupils study this selection and discover its theme. Study each paragraph to discover the subject of which it treats, the relation of these paragraph subjects to the theme of the selection and to each other.

Study the individual paragraph to see the part played by each sentence composing it. Have pupils see if each sentence treats a topic related to or explaining the paragraph subject. Have them give the purpose of each sentence as related to the paragraph subject.

Have the pupils discover if one sentence states the subject of the paragraph,—the location of this sentence in the paragraph—call it the "topic sentence." Lead them to see that the "topic sentence" usually opens the paragraph, but is some-

times used as an ending for the paragraph and is sometimes omitted entirely.

Give much drill in the analysis of model paragraphs.

Before writing, lead the pupils to resolve the paragraph subject into topics each of which they will treat in a single sentence. Also to think out the whole paragraph before writing it.

In the drill work, the teacher may give the class a "topic sentence" and have them write, using this sentence either as the beginning of the paragraph or the close of it, or write a paragraph omitting the "topic sentence." Or give the class a simple subject on which to write a paragraph, they making their own "topic sentences."

In composition writing great care should be taken that the theme be resolved into related paragraph subjects and these subjects amplified into topics for treatment in each paragraph. Care should be taken that the paragraphs follow each other in a logical order, each bearing its proper relation to the theme of the composition.

Observations.—The opening of each paragraph should be indented.

Avoid errors in capitalization and punctuation of a paragraph.

Avoid long sentences. It is better to have too many short sentences than too many long ones.

Preserve the unity of the paragraph by

- (a) Keeping to the point.
- (b) Excluding irrelevant matter.
- (c) Including all parts of the idea treated in the paragraph.

Seek to say enough in each paragraph to exhibit fully the purpose and idea for which it is written.

Details, which make up the substance of the paragraph, should be treated and amplified in proportion to their importance as related to the paragraph subject.

Preserve the coherence of the paragraph by seeing that each sentence is related to the preceding one, and by the careful use of conjunctions.

In the body of a composition many paragraphs need an

introductory sentence to show relation to the preceding paragraph and to the theme of the essay.

SEVENTH YEAR.

7 B Grade.

Webster's Elements of English Grammar, Part I, pages 1 to 47.

Composition.

The oral and written composing exercises should occupy at least two recitations a week. The work should include discussions, talks and recitations by the pupils on the oral side, and the written exercises should cover the higher forms of description, narration, letter writing, reproductions, and dictation exercises. Have pupils preserve in language note book their finished composition. Give pupils opportunity to write. Make the work pleasant and interesting, and insist that they do it accurately and neatly.

Continue drills in sentence writing according to outline of suggestion in Fifth Year. Continue drills in the higher forms of letter writing.

Continue the study of the paragraph according to outline of suggestion in Sixth Year.

Grammar.

The teacher should consult the author's paper on The Teaching of English Grammar.

Classification of Words and Study of Parts of Speech.—Words should be selected from sentences and grouped into classes, based on the ideas they express. Develop fully each of the Parts of Speech, leading pupils to recognize ideas expressed by each and their function in sentences. Teach fully properties and uses of nouns.

Sentence Study.—The purpose of the sentence should be made clear, by induction, using a great variety of sentences. Lead the pupil to see clearly the difference between the sentence and the thought. "Infolded in the sentence, as the life in the body, lies the thought." The thought is as different from the sentence as the thing symbolized is from the symbol.

Teach the ideas; object, attribute and relation, and the substantives, attributives and relationals, as parts of the sentence. Develop clearly the place of each part of speech in the sentence.

Teach the notions: simple idea, groups of ideas and thought processes, and the use of words, phrases and clauses in the sentence.

The work should be based largely on the study of simple sentences.

7 A GRADE.

Composition.

See outline of work in previous grades.

Written Composition.—Sentence structure, development of the paragraph and the composition as a whole. Descriptions and narrations based on personal experiences, real or imagined, and on the literary selections studied.

Oral Composition.—Based on personal experiences, real or imagined, and on the literary selections studied.

Grammar.

Webster's Elements of English Grammar, Part I, pages 48 to 91.

Review thoroughly the three elements of a simple thought and the three elements of a simple sentence. Be sure the pupils have a clear notion of the thought and thought process.

Review thoroughly the ideas object, attribute, relation. Also, the use in the sentence of substantives to represent objects, relationals to represent relations and attributives to represent attributes.

All words and phrases in the simple sentence stand for objects, attributes or relations, unless they are emotional or formal words.

Review fully which parts of speech represent respectively ideas of objects, relations and attributes.

Make a careful study of the sentence and its classification as to form and meaning. Lead pupils to clearly see the true place and use of the phrase, to represent ideas that cannot be expressed by single words. Phrases should be readily classified,



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the same as words, as substantive, relational, attributive. Make special study of attributive phrases.

Whenever a thought process, or clause, is used as an element in another thought or sentence, the sentence becomes complex.

Make comprehensive study of the simple sentence and all its elements, its structure and analysis.

EIGHTH YEAR.

8 B GRADE.

Composition.

Many of the suggestions in the preceding years will be found helpful in this year's work. The pupils need not be so closely limited to the actual work of the schools for their themes. The school of experience will have taught them many things worthy of treatment. Their work, of course, will be of a higher order than in preceding years, in all respects.

Develop fully the paragraph as the unit in composition work.

Any errors in form will be inexcusable in this grade.

This work will be largely in connection with reading and literature, and be based upon the literary study of the pupils.

Grammar.

Webster's Elements of English Grammar, Part II, first half.

8 A GRADE.

Composition.

Extend the work as indicated in 8 B.

Grammar.

Webster's Elements of English Grammar, Part II, second half.

Make a thorough study of the analysis and construction of simple, complex, and compound sentences. Emphasize the uses of the clause in complex sentences, and the most important rules of syntax.

Spelling.

The power to spell correctly is not easily acquired, and yet is one of the most important things in education. We, to a very great extent, judge a person's scholarship by his spelling. It may or may not be a fair standard by which to judge, but it is one generally used. The aim in this branch should be so to train the pupil that he may be able to write correctly the words composing his vocabulary. For practical life this will be sufficient. For the spelling of words rarely used he will need to consult the dictionary, but he should be able to spell all the words used in his ordinary correspondence. To this end the spelling exercises in the schools should consist of such words as are found in general use. Written spelling should be the rule, as the only practical use of spelling is in the expression of thought by writing. Oral spelling exercises will be found profitable, but written spelling should predominate.

Aim not only to secure correct spelling but the incorporation of the words into the pupil's vocabulary.

The meaning of the word should be clearly in the pupil's mind before he attempts to spell it. The form and meaning should be associated constantly.

In teaching new words, the form, written or printed, without division into syllables and without diacritical marks, should be given the pupils. A correct visual image is the beginning of correct spelling.

The child's power to pronounce all words studied is of great importance. In this connection diacritical marking and syllabication is important. Occasionally have pronouncing tests, using words that have been studied by the class.

Lists of new words studied during the week may profitably be kept upon the blackboard neatly and clearly written. By this plan the words are before the eyes of the pupils a

week—long enough to make their forms familiar.

Every few weeks there should be a review of the words, or at least the more difficult ones, taught during the term. This may be either written or oral.

Above the second grade the regular spelling exercises should be both oral and written. The recitation may be conducted in various ways, among them the following: (a) The teacher dictates the words and the pupils write them as a test. (b) The teacher dictates the words and the pupils write sentences involving the correct use of the words. (c) The teacher dictates sentences involving the correct use of the words and the pupils write the sentences. (d) Teachers dictate words to be pronounced and spelled orally by pupils.

To secure accurate pronunciation and a knowledge of syllables the child when spelling orally should always pronounce the word before spelling, and in spelling pause at the end of each syllable.

Each pupil should be required to keep a **carefully written** list of the words which he misspells. These lists should be inspected by the teacher from time to time and made the basis for review lessons in every grade.

Teachers should occasionally use for spelling exercises lists of words selected from the various subjects included in the course of study.

Give the pupils thorough drills in the use of all the important "phonograms" of the language.

Insist upon good penmanship and neat work in written spelling. Spelling blanks of uniform size are recommended.

FIRST YEAR.

During the first half of this year, spelling should receive little or no attention; even in the last half-year it should be made incidental to the work in reading.

Exercises should be confined to these lines:

(a) **Copying words on blackboard or paper.**

(b) **Copying sentences.** (c) **Oral spelling.**

First-grade pupils should be able to spell all the easier words that they use in their regular drill work in reading.

SECOND YEAR.

During the first-half of this year, the work in spelling should be continued along the lines suggested for the last half of first year. Words should be grouped so that those containing similar sounds or similar combinations of letters are closely related and studied together.

The work of the last half of this year should include drills along these lines:

- (a) Writing words from dictation.
- (b) Writing easy sentences from dictation.

Pupils should be held responsible for spelling all but the more difficult words used in their Readers.

THIRD YEAR.

Hunt's Progressive Course in Spelling, Part One, Section 1.
The work for this year will include:

- I. Thorough drill on each elementary sound and the symbol that represents it.
- II. Drill on syllabication and accent.
- III. Pronouncing exercises.
- IV. Drill on words topically arranged.
- V. Drill on words of opposite meaning (Antonyms).

FOURTH YEAR.

Hunt's Progressive Course in Spelling, Part One, Section 2.
The work for the grade involves:

- I. A continuation of the drill in Phonics.
- II. Drills on Antonyms and Synonyms.
- III. The study of homophones.
- IV. Topical lists.
- V. The grammatical forms of words.
- VI. The Rules for Spelling.

FIFTH YEAR.

Hunt's Progressive Course in Spelling, Part One, Section 3.

The work for this grade should be extended along the lines already suggested, and the following additional subjects should receive careful attention, viz.:

- I. Word-Building with Prefixes and Suffixes.

- II. Word-Analysis involving Prefixes and Suffixes.
- III. The Study of "Related Words."
- IV. Diacritical Marks.

SIXTH YEAR.

Hunt's Progressive Course in Spelling, Part Two, Section 1.

The work for the sixth grade includes an extension of the exercises presented in Part One, with systematic drill on the following:

- I. The Rules for Spelling Plurals.
- II. The Rules for Spelling Derivatives.
- III. Word-Building and Word-Analysis, involving common prefixes and suffixes.
- IV. Special Exercises in Pronunciation.

SEVENTH YEAR.

Hunt's Progressive Course in Spelling, Part Two, Section 2.

The following lines of work receive special attention in this grade:

- I. The Study of Homophones in Columns.
- II. The Origin of Words.
- III. Synonyms from Different Languages.
- IV. Defining words by Phrases.

EIGHTH YEAR.

Hunt's Progressive Course in Spelling, Part Two, Section 3.

The exercises for the year include:

- I. Topical lists.
- II. Special Study of Prefixes and Suffixes.
- III. Word-Analysis involving Latin and Greek roots.
- IV. Special Drills in Pronunciation.

Arithmetic.

1. Arithmetic in the elementary schools should aim to secure the maximum of mental training through topics of utilitarian value, and all topics which are obsolete or which have no practical application to the ordinary affairs of life should be excluded. The utilitarian ends to be sought are (1) the mastery of the processes needed in the solution of the ordinary problems of daily life, and (2) accuracy and rapidity.

2. As a means of general mental training, the specific ends to be kept in view are (a) the cultivation of the power of observation, (b) the cultivation of the power of sustained attention, and (c) the strengthening of the reasoning power. It is believed that by making too great demands upon the reasoning power of young children, and by introducing problems of too great complexity, the healthy development of this power has been retarded rather than encouraged.

3. Formal number lessons should ordinarily be postponed until the latter part of the second year.

4. The grammar school course should include a study of concrete geometry, an application of the simple algebraic equation to the solution of problems, a simple treatment of the four fundamental processes with algebraic quantities, possibly some factoring, and other topics.

5. Not more than forty-five minutes per day of the school session should be given to mathematics in the elementary schools.

6. In the selection and treatment of topics the logical unfolding of the subject should be entirely subordinated to the mental development and the practical needs of the child. In general, the simple elements of various subjects should be introduced as the child is able mentally to grasp them and as the needs of daily life require that he should know them, the more difficult aspects of some subjects being reserved for later treatment; provided, first, that the introduction of too many topics

at a time be carefully avoided; and, second, that at the end of the course the pupils be given a review of arithmetic.

7. At least one-third of the time should be given to mental work, the numbers involved in these problems being so small and the conditions so simple that they may be readily handled by the children.

8. In general, new work should be introduced inductively through simple mental problems illustrating the principles involved.

9. There should be constant review throughout the course, no topic being regarded as completed in any grade.

10. Pupils should be brought into as close touch as possible with the concrete material under discussion in the arithmetic. They should weigh, measure, see, and handle actual things. In dealing with an object the pupil should first estimate its length, area, or volume, and then verify his judgment by actual measurements.

The use of objects in the lower grades, however, to enable the child to form the number concept, should not be carried too far.

In the selection of problems, preference should be given to those that create in the child an intelligent interest in his immediate social and industrial environment.

11. Too great reliance should not be placed on "method," nor should too great importance be attached to formal explanations by pupils. The matter of supreme importance is for each teacher to know the "method of the child," of each individual child under his own care.

12. The essential unity of topics should be constantly emphasized, e. g., the relation of decimal fractions to common fractions, and of percentage to both.

13. Much blackboard work should be insisted on.

14. Ordinarily no home work should be assigned in arithmetic.

15. Teachers of all grades should study carefully "Suggestions to Teachers" found at the beginning of Walsh's New Grammar School Arithmetic, Part I.

SUGGESTIONS.

Oral and Written Work. The heading "Written Problems"

is merely a general direction, and it should be disregarded by the teacher when the pupils are able to do the work "mentally." The use of the pencil should be required only so far as it may be necessary. It is a pedagogical mistake to insist that the brighter pupils of a class should set down a number of figures that they do not need. As an occasional exercise, the pupils may be directed to give all the work required to solve a problem, and to make a written explanation of each step in the solution but it should be the teacher's aim to have the majority of the examples done with as great rapidity as is consistent with absolute correctness. It will be found that, as a rule, the quickest workers are the most accurate.

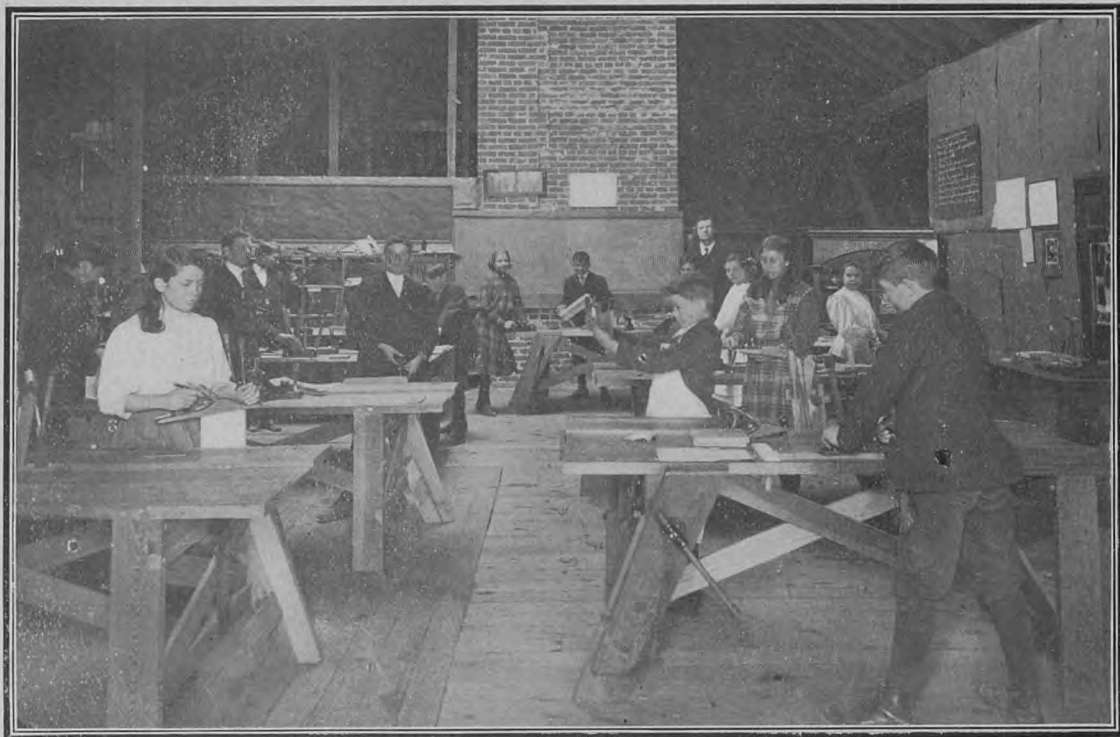
Conduct of the Recitation. It is often advisable for some purposes to divide an arithmetic class into two sections, even where the pupils are nearly equal in attainments. The members of one section may work examples from their books while the others write the answers to oral problems given by the teacher, etc.

Where a class is thus taught in two divisions, the members of each should sit in alternate rows, extending from the front of the room to the rear. Seated in this way, each pupil is doing a different kind of work from those on the right and left, and he does not have the temptation of a neighbor's work to lead him to compare answers.

To save time, explanations of new subjects may be given to the whole class; but much of the arithmetic work should be done in "sections," one of which is under the immediate direction of the teacher, while the other is employed in "seat" work. The "seat" work of pupils of the more advanced classes should consist largely of problems solved without assistance. It is not necessary that all the members of a division should work the same problems at a given time, or the same number of problems, or that a new topic should be postponed until all of the previous problems have been solved.

Whenever it is possible, each of the members of the division working under the teacher's immediate direction should take part in all the work done. In mental arithmetic, for instance, while only a few may be called upon for explanations, all of the pupils should write the answers to each question.

Additions and Omissions. The teacher should freely sup-



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plement the work of the text-book when she finds it necessary to do so; and she should not hesitate to leave a topic that her pupils fully understand, even though they may not have worked all the examples given in connection therewith.

Language. While the use of correct language should be insisted upon in all lessons, children should not be required in arithmetic to give all answers in "complete sentences." Especially in the drills, it is important that the results be expressed in the fewest possible words. The teacher should be careful always to employ exact arithmetical language, and to require it from the pupils.

Objective Illustrations. The chief reason for the use of objects in the study of arithmetic is to enable pupils to work without them. While counters, weights and measures, diagrams, and the like, are necessary at the beginning of some topics, it is important to discontinue their use as soon as the pupil is able to proceed without their aid. „

Approximate Answers. Pupils should be required in much of their written work to estimate the result before beginning to solve a problem with the pencil. Besides preventing an absurd answer, this practice will also have the effect of causing a pupil to see what processes are necessary. In too many instances, work upon a problem is begun before the conditions are grasped; this will be less likely to occur in the case of one who has carefully "estimated" the answer. The pupil will frequently find, also, that he can obtain the correct result without using his pencil.

FIRST YEAR.

By dealing simply and naturally with such magnitudes and number relations as they encounter in their everyday experiences, the children are laying the best possible basis in the concrete for later formal work. What knowledge of number they unconsciously gain will be vital and practical. Measuring, comparing, and especially counting should be encouraged, and opportunities therefor offered.

Grade 1 B.

Counting: by ones to one hundred, using at first objects in considerable variety. Gradually introduce counting without the objects, increasing the rapidity of the process.

Integers to ten written. First by marks as in scoring: |, ||, |||, ||||; second, by Arabic symbols.

Measurements and Comparisons: exercises within ten. Cent, five-cent piece, dime. Simple transactions using toy money. Splints of two-inch, four-inch, and six-inch length may be used in easy measuring. Small groups of like objects may be compared.

Grade 1 A.

Counting: by ones to one hundred, by twos to twenty. Reverse the process by ones, by twos. Reading to one hundred.

Measurements and Comparisons: inch, foot. Cent, five-cent piece, dime. Pint, quart. Short lines of integral number of inches, or of feet, compared. Exercises within twenty.

Problems: only one operation in a problem; objects or pictures arranged in groups not larger than four. Numbers within twenty. Require pupils to write Arabic symbols to fifty.

SECOND YEAR.

Grade 2 B.

Reading numbers to five hundred. Increasing and decreasing numbers to one hundred by ones, by twos, by threes, by fours, by fives. Measurements and comparisons. Fractions, one-half. Oral problems.

Write numbers to one hundred. Simple addition and subtraction. Written problems.

Counting: rapid counting, gradually omitting objects.

Addition: tables of one, two, three, four, five.

Subtraction: tables of one, two, three, four, five.

All tables should be developed, memorized to perfection, and applied in increasing and decreasing numbers to one hundred.

Grade 2 A.

Oral. Addition and Subtraction: the forty-five principal combinations reviewed. Drill in recognizing combinations at sight. Counting by twos, threes, fours, fives, and tens to one hundred. This affords a preparation for the multiplication table. Measurements and comparisons. Reading numbers to one thousand. Problems.

Written. Column additions with not more than six ad-

dends. The building-up method of subtraction is recommended. Special attention to be given to speed and accuracy.

Review denominate units of preceding grades.

Forming rectangles with inch-squares of cardboard; drawing rectangles with integral number of inches in each dimension and separating them into inch squares; finding how many times the whole rectangle contains a one-inch square, and what part one row of squares is of the whole.

Problems: simple problems within the child's experience, involving addition and subtraction, and integers of three orders only.

The making and solving of original problems suggested by abstract data.

THIRD YEAR.

Grade 3 B.

Walsh's New Primary Arithmetic, Chapter II.

Oral. Sufficient practice in reading to gain facility and rapidity. Counting by sixes, sevens, eights, and nines; and also by fours and fives, beginning with one, two, three, or four, to one hundred.

Addition and Subtraction: the forty-five combinations as in grade two.

Multiplication and Division: tables developed, memorized, and applied to problems within the experience of the pupil.

Fractions: objective work with a variety of objects or diagrams to impress the fundamental conceptions of a fraction.

Written. Addition and Subtraction: numbers of four orders including dollars and cents. Avoid long columns of figures.

Multiplication and Division: multiply and divide numbers of four orders by multipliers and divisors within the tables learned.

The teacher will note that in the exercises in which occur the numbers six, seven, eight, or nine as multipliers or divisors the multiplicands or dividends contain no numbers larger than five. Therefore the pupil is within the tables already learned.

Fractions: very little work should be given in written fractions. This work should be simple and with numbers that are multiples of the denominators of the fractions.

Measurements and Comparisons: review denominate units already studied. Objective comparison of $\frac{1}{2}$, $\frac{1}{4}$ to show rela-

tion of each to the other. The units of Liquid Measure should be compared and formed into a table.

Problems: problems in the text-book will be found to cover amply the requirements of the half-year.

Grade 3 A.

Walsh's New Primary Arithmetic, Chapter III.

Oral.—Addition and Subtraction: drill as in preceding grades; instant recognition of the forty-five combinations. (See previous grade.)

Increasing or decreasing a multiple of ten of two orders by another multiple of ten of two orders.

Multiplication and Division: special drill in rapid multiplication and division by numbers of one order, to fix the multiplication tables.

Fractions: develop halves, fourths, thirds, and drill.

Counting: drill and review as in preceding grades; also by sixes and by nines to one hundred, beginning with numbers smaller than six or nine, respectively.

Measurements and Comparisons; compare ounce and pound. Development of square and rectangle.

Written.—Addition and Subtraction of numbers of four orders. Special attention to accuracy.

Multiplication and Division of integers of five orders by numbers of one order.

FOURTH YEAR.

Grade 4 B.

Walsh's New Primary Arithmetic, Chapter IV.

Oral. Continue reading numbers of five orders. Counting. The four operations. Multiplication tables through twelve times twelve. Easy fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{9}$. Changing fractions to equivalents; addition and subtraction. Measurements and comparisons. Problems.

Written. The four operations. Addition and subtraction to five orders. Multiplication and division with multipliers and divisors to three orders. Products and dividend of five orders. Easy fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{9}$. Multiplication of integers by easy mixed numbers. Problems.

Grade 4 A.

Walsh's New Primary Arithmetic, Chapter V.

Master the subjects of multiplication and long division.

Give many problems in buying and selling articles of commerce, in which are involved easy ratios of magnitude.

Give frequent exercises in fundamental processes for speed and accuracy.

Much of the drill should be upon mental problems.

FIFTH YEAR.**Grade 5 B.**

Walsh's New Grammar School Arithmetic, Chapter I.

Principal Topic: Mixed numbers. Reviews.

Grade 5 A.

Walsh's New Grammar School Arithmetic, Chapter II.

Principal Topics: Fractions. Reviews.

SIXTH YEAR.**Grade 6 B.**

Walsh's New Grammar School Arithmetic, Chapter III.

Principal Topic: Decimals.

Grade 6 A.

Walsh's New Grammar School Arithmetic, Chapter IV.

Principal Topic: Denominate numbers.

SEVENTH YEAR.**Grade 7 B.**

Walsh's New Grammar School Arithmetic, Part II, Art. 301 to Art. 381.

Principal topic: Percentage and its application.

Grade 7 A.

Walsh's New Grammar School Arithmetic, Part II, Art. 381 to Art. 454.

Principal topics: Reviews, Ratio and Proportion.

EIGHTH YEAR.**Grade 8 B.**

Walsh's New Grammar School Arithmetic, Part II, Art. 437 to Art. 516.

Principal topics: Mensuration and Reviews.

Grade 8 A.

Walsh's New Grammar School Arithmetic, Chapter VII.
Algebraic Equations.

Geography.

The chief aim in teaching Geography is to give the child a conception of the earth and his relation to it.

Geography is the knowledge of the earth as the home of man. The knowledge acquired by its study should build in the mind a view of the earth as a stage filled with moving, acting human beings, provided with food, clothing and shelter, supplied with objects for enjoyment and study, and the means for social, intellectual and spiritual progress.

In depicting to pupils this home of man, so wonderfully beautiful, geography should describe in simple language the great laws by which the earth is governed; it should show the peculiarities of its surface, and explain the simple phenomena of daily occurrence, such as rain, wind, ice and snow, in such an order that the children may have a true conception of man's surroundings, and his life as affected thereby. It should associate rivers, plains, mountains, and zones with different races of men, with their industries, religion, commerce, social life and educa-

tion. It should enter into the spirit of the age, and make prominent, instead of long lists of names of localities, the characteristics of each country—the climate, fauna, flora, and physical features, as to their relations to the civilization of man in all forms of institutional life. It must include a study of the laws governing the growth of commerce, routes of travel, and the growth of cities, and the manners and the customs of other lands as compared with our own.

As a means of mental culture, also, the study of geography is of great use. Observation, imagination, memory, judgment, and language are all exercised in its study, and by it the child's interest in the world about him is awakened in such a way as to increase his sympathy and love for his fellow-men. "The main purpose in teaching geography should be humanity and not locality."

Teachers of all grades should carefully read prefaces and author's course of study.

FOURTH YEAR.

Grade 4 B.

Dodge's Elementary Geography. Home Geography and World Relations through page 71.

Grade 4 A.

Dodge's Elementary Geography. The Elements of Continental Geography—North America, through XXIX, page 130.

FIFTH YEAR.

Grade 5 B.

Dodge's Elementary Geography, Review of North America, from page 75, and through page 140—**Five weeks.**

South America—**Three weeks.**

Europe—**Ten weeks.**

Grade 5 A.

Africa—**Four Weeks.**

Asia—**Seven Weeks.**

Australia.—**Two Weeks.**

Review—**Five Weeks.**

SIXTH YEAR.**Grade 6 B.**

Dodge's Geography by Grades. Book Three. Principles of Geography—Eighteen Weeks.

Grade 6 A.

North America—Eighteen Weeks.

SEVENTH YEAR.**Grade 7 B.**

Dodge's Geography by Grades, Book Four.

South America—Four weeks.

Europe—Eleven weeks.

Africa—Three weeks.

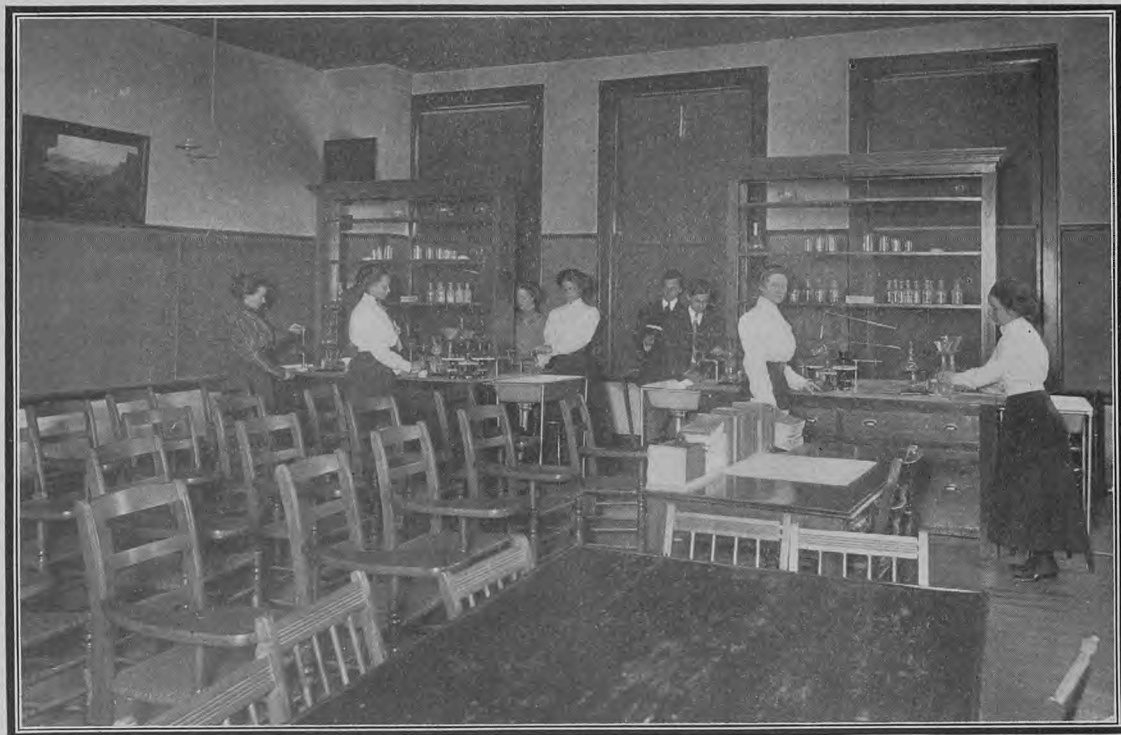
Grade 7 A.

Asia—Six weeks.

Australia—Three weeks.

Summary and Review—Five weeks.

State Geography—Four weeks.



CHEMICAL LABORATORY—HIGH SCHOOL.

Nature Study.

I. AIM.

1. A more harmonious relation between the child and his environments.
2. A training of the child's powers of observation, memory, comparison, judgment and abstraction.
3. To arouse the child's interest in nature; to lead him to notice the beautiful in form, in adaptation, in movement, in purpose, in adjustments of nature, and to recognize the exactness and beauty of natural law.

II. MATERIAL.

1. Plants and animals in their constantly changing environment.
2. The ordinary phenomena of nature that should come to the child's attention.
3. In the choice of subjects for Nature Study, only such should be selected as can be presented objectively to the class, and preference should be given to those in which the children are most interested.

III. METHOD.

1. So far as practicable, all material should be observed in its natural environment; collections should be made by the pupils and brought into the school room for observation and study. Make frequent excursions with the school to study nature.
2. The school garden will be a great aid in nature work. Children should also be led to plant gardens of their own at home. Interest the pupils in the beautifying of the home, yard and the landscape, by the planting of flowers and shrubbery.
3. The child should be led to make observations for himself, and to report such observations accurately and definitely. The "telling," should be oral at first, then when the child has

mastered symbols, he may be required to keep a record of his observations in writing.

4. In the order of presentation, form, habits, and relations to man—these being in the line in which the children are capable of making their own discoveries—should precede the study of structure and physiological relations. Lead the child gradually up to the subject of classification and generalization.

FIRST YEAR.

1. Unifying Ideas.

Autumn thought: Preparation for winter through protection, by plants, animals and man.

Winter thought: The **rest** of the organic world.

Spring thought: Nature's awakening.

2. Divisions of Course.

(a) September, October, November.

Cat, dog, sheep, larvae of butterflies and moths.

Migration of birds, empty nests, etc.

Clothing, shelter, weaving, building.

Maple tree observed throughout the world.

Notice now the falling of leaves, protection of buds.

Ripening fruits.

Sunflower, aster, golden-rod.

(b) December, January, February.

Snow and its uses.

Native evergreens.

The winter homes of a few animals.

Interest pupils in our winter birds.

(c) March, April, May.

Seed and their germination. Beans, corn.

Opening buds; growth of grass.

Dandelions compared with asters and sunflowers studied in the fall.

Children learn to recognize a few common flowers.

Lead pupils to notice the return of the birds. Aid them to recognize a few of the most common birds and to watch them in their nesting and getting food. The following birds are perhaps the best for our study; robin, red-bird, blue-jay, woodpecker, blue-bird, sparrow.

3. Weather study.

The following questions suggest what kind of weather observations may be made by pupils in primary grades throughout the year.

- (a) Was there dew this morning?
- (b) Was there frost?
- (c) Was there fog?
- (d) Is it cloudy or clear? (It may be partly cloudy.)
- (e) What is the direction of the wind this morning?
- (f) What kind of a night was last night? (It was cold or warm, or pleasant. It was a rainy night, or a windy night, or a dark night, or a starry night, or a moonlight night.)
- (g) What kind of a day is this? (It is cold or warm, or pleasant. It is rainy or fair. It is cloudy or clear. It is bright or dreary.)

4. References.

- (a) Seeds and Seed-Babies. Margaret W. Morley.
- (b) All the Year Round: Autumn, Winter, Spring.
- (c) Little Nature Studies. Vol. 1. From John Burroughs, by Mrs. Burt.
- (d) Nature Study. Wilbur S. Jackman.
- (e) Field Work in Nature Study. Jackman.
- (f) Nature Stories for Young Readers. Animal Life. Florence Bass.
- (g) Hodge's Nature Study Leaflet. Our Common Birds.

SECOND YEAR.

1. Unifying Ideas.

Autumn thought: Preparation for winter through protection and storage.

Winter thought: Use of food by plants, animals and man.

Spring thought: Reanimation of nature.

2. Divisions of Course.

- (a) September, October, November.

Squirrels and rabbits. Habits and food.

Review animals of first grade. Compare.

Oak and pine studied throughout the year. Their value to man.

Effects of frost—On leaves, buds, stems and flowers.

Garden vegetables in autumn.

Studies of the common flowers—Gentian, golden rod, aster, etc.

Pupils notice departure of birds to the South. Reasons.

Some of the birds remaining during the winter; their care and protection.

(b) December, January, February.

Nourishment of animal bodies. Hygiene of eating.

Prehension of food. Teeth of squirrel, rabbit, cat, dog, cow, horse and beaver. Care of teeth.

Use of foods stored by plants, animals and man.

Some food stored in seeds, leaves, stems, roots.

Interest pupils in the care and protection of our winter birds.

(c) March, April, May.

Germination, with reference to food supply. Corn.

Study of common flowers.

Garden vegetables of the spring.

Pupils should know five or six of our important forest trees.

Encourage the pupils to contribute to the welfare of the birds, by furnishing them food and water, nesting materials and nesting houses. Enlarge the list of birds known to the children by adding the meadow-lark, blackbird, crow, turtle dove.

Enlarge the list of animals, other than birds, known to the pupils; especially observe the cycle of changes in the life history of the butterfly as fully as possible.

3. Weather Study, and Study of the Work of the Water.
See Geography.

4. References.

See First Year, also Scott's Nature Study and Hodge's Nature Study.

THIRD YEAR.

1. Unifying Ideas.

Autumn thought: Gathering and storing fruit and grain.
Winter thought: Preparation for winter, through heat.
Spring thought: Mutual dependence.

2. Division of Course.

a. September, October, November.

Falling leaves. Reasons for change of color and for falling of leaves. Uses of leaves. Study form and margin of leaves.

Autumn seeds: a. Collection of. b. Study of typical forms. c. Drawings. d. Descriptions, both oral and written.

Lessons on trees. Distinguish by leaves, bark, form and habits. Children should know a few evergreens and a half-dozen hardwood trees.

Continue study of birds as in Second Year.

b. December, January, February.

Carbon in fuel and food.

Heat, combustion, decay.

Coal, natural gas, oil.

Evaporation, condensation.

Interest pupils in the care and protection of our winter birds; also the care and protection of animals during the winter.

c. March, April, May.

Expansion of liquids and gases.

Movements of air.

Respiration in plants, in insects, in man.

Bee, ant, butterfly, moth. Their habits and transformations.

The work with birds in this grade will be to become more intimately acquainted with those the children have learned to recognize in the first two grades. This should be the first work (1) because the children have been too immature to observe adequately enough the species they know by sight, (2) because of the disciplinary value of continuous observation of the same things, and (3) because the species they know should be more carefully studied for economic reasons. In so far as possible, the observations should be spontaneous. The children

should be led to note where each species lives and nests; how it plays, bathes, attends to its young; what it eats, etc. Let the effort of these children be to become, as far as possible, as intimate with each species studied as with their own pets. Bring out from their observations how helpful these birds are to man, and how we may help them and domesticate them—

- (1) By protecting them against their enemies.
- (2) By providing them with food when the struggle of life is too keen for them.
- (3) By providing them with nesting places and materials, and bathing places.

Encourage the children to have flower gardens of their own at home, to the end that their yards may be made beautiful and that their love for flowers may be cultivated. Dr. Hodge has said: "The love of a flower in the heart of a child is the highest thing nature study can hope to develop." In connection with the work in bower gardening extend the pupils' acquaintance with the common wild flowers. Renew acquaintance with those learned in the first two grades. Transplant some of them from their wild habitat to the school ground or home lawn after providing the requisite conditions for their growth.

3. Weather Study and the Work of the Water.
See Geography work.
4. References.
Same as in First and Second Years.

FOURTH YEAR.

1. Unifying Ideas.
Autumn thought: Protection and storage.
Winter thought: Storage of heat for use of man.
Spring thought. Reanimation of nature.
2. Division of Course.
 - a. September, October, November.
Review work of previous grades.
Study oak, maple, hickory, walnut, pine.

Especial study of walnut family in November.

Uses of leaves, roots and sap.

Study of useful roots and tubers, as beet, potato, etc.

Form, structure, uses.

Study of grains and of grasses, as wheat, corn, oats, timothy, clover, etc. Harvesting, marketing, commercial value.

Continue study of birds.

b. December, January, February.

Carbon in food and fuel.

Coal, oil, natural gas, and their uses.

Evaporation and condensation.

Native wild animals. Their habits and value.

c. March, April, May.

Interdependence of plants and animals.

Domestic animals. Production of, treatment, uses, products, commercial value.

Pupils should be able to recognize our principal forest trees by their leaves, bark, form, habits.

Continue study of birds and insects, as in previous grades; also encourage home gardening and the beautifying of yards and lawns.

As the pupils of each succeeding grade become possessed of greater insight into what plants and animals are sufficiently valuable to man to be perpetuated, they should act in accordance with the obligation this increased knowledge imposes. Teachers should strive to have every child active in aiding, in every possible way, all plant and animal life which is helpful to man. In the accomplishment of this end, it is well to have each pupil select every year both a species of plant and animal which he intends to study and observe, and which he will seek to protect and aid to the full extent of his knowledge and ability.

A child is interested in classifying and studying the structure of those things only which he loves, and he loves only what he has labored for and put his life into. Even a child sees from his standpoint the relation of those things with which he works or

plays to his success or failure. This perception of the economic value of the various things in the child's environment of nature is not only the basis for the sympathetic attitude of the child toward his physical environment, but it is the basis of the intellectual, aesthetic, ethical, social and religious culture which should come to every child from studying his environment of nature.

Throughout this course every form studied should be viewed as to its all-round relation to man's welfare and happiness. Laurie says: "To establish a relation between the child and nature, the first step must be **sympathetic**, not **systematic**." A clear perception of this fundamental principle, especially in the primary grades, is of vital importance in all phases of nature study work.

3. Work of the Water and Soil Making.

See Geography work.

4. References.

Same as in previous grades.

FIFTH YEAR.

1. Unifying Ideas.

Autumn thought: Protection and storage.

Winter thought: Value of winter months.

Spring thought: Reanimation of nature.

2. Division of Work.

a. September, October, November,

Examine the stems of plants. Learn how such stems grow.

Learn classification of exogenous and endogenous.

Study cotyledons of plant with relation to venation, etc.

Continue the study of leaves as to form, simple and compound.

Study change of color and falling of leaves.

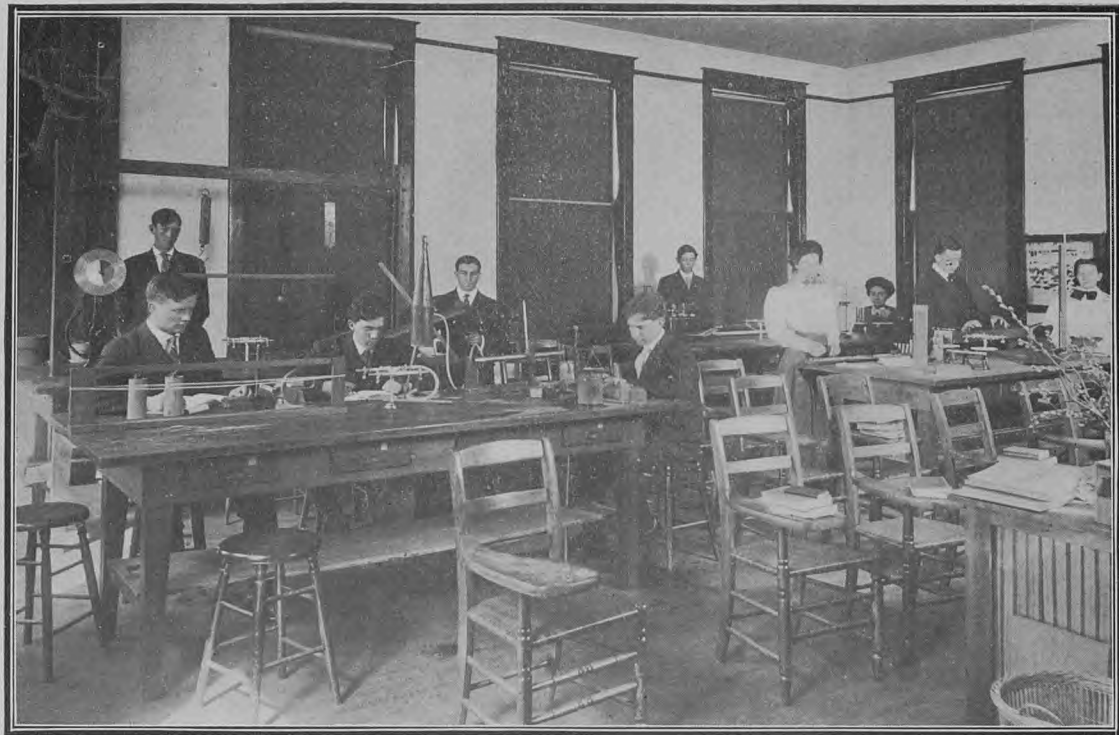
Study buds as to position and arrangement.

Examine buds of underground stems.

Much work should be done in the comparison of animals:

First, as wholes, then as to corresponding parts.

The points of similarity should first be noted, after-



PHYSICAL LABORATORY—HIGH SCHOOL.

wards the differences.

Continue the study of birds and their habits.

b. December, January, February.

Value of the snow to soil and plants.

Uses of the cold to man.

Industries, plant and animal life of temperate zone in winter, compared with those of torrid zone.

Continue study of animals.

c. March, April, May.

Pupils should know the principal trees of Missouri forests.

Study flowers as to parts.

Become familiar with native flowers.

Study flowers as regards habitat. Apply especially to plant life of Mississippi valley.

Continue competitive planting and home and school gardening. Introduce the children to at least ten species of common wild flowers not previously studied. Observe them along lines previously suggested. The training received from transplanting wild flowers renders this exercise very valuable in addition to the decorative value it possesses.

Observations on the influence of heat and moisture upon plant life, a study of the importance of light to the life of plants. Germinate a number of seeds, and when the seedlings are three or four inches high place them under different light conditions. Let the experiments answer the following questions:

(1) How does light affect rapidity of plant growth?

(2) Does light affect the direction in which the parts grow?

(3) Does light affect the color of the plant?

Experiments to prove that plants throw off moisture should be conducted, also.

Study erosion and the formation of soils in connection with the Geography work.

3. References.

See previous grades.

SIXTH YEAR.

Connect the work of this grade closely in all lines with that pursued in the preceding grades. Review the pupils' knowledge of all birds studied in previous grades, especially as to their feeding, nesting, breeding and migratory habits, to establish a basis for determining what birds of those studied are helpful and what harmful. You will probably find the pupils' observations too limited on the points necessary to make this classification; if so have the pupils direct their observations throughout the year to the solution of this problem. Do not permit a pupil to classify any bird as helpful or harmful until his data is entirely adequate.

This question as to what life is helpful and what harmful should be asked of every animal form studied thus far, and of every form that is studied in the following grades. If the fishes, newts, turtles, frogs, snakes, ants, earth-worms, mosquitoes, etc., are studied with a view to answering this question, our children will come to manifest more respect and consideration for some of our valuable animal forms which are now treated with contempt, and in cases where contempt culminating in destruction is proper it will be intelligent, and it will lead to a choice of proper means and an opportune time for the destruction of such forms.

In addition to having pupils become more familiar with the birds previously studied, have them study a few species of birds not studied before. Whenever a species is taken up for study, it should be viewed in the light of all the pupil's past experience.

Continue the study of our native forests. Observe throughout the year the cycle of changes occurring in some species of common nut-bearing tree that is easily accessible. Introduce this work by having the children observe some of the values of trees to man—(1) give shelter, (2) supply wood and lumber, (3) hold moisture, etc. Make the relation of the species of tree selected for study to man prominent in all observations.

Outline for the Study of a Tree.

- I. The Whole.
 1. General shape, size.
 2. Place.

II. Parts.

1. Trunk.

2. Head.

Branches and twigs, leaves, flowers, fruit.

Age of twigs, angles of branches with tree stems.

3. Roots.

III. Uses to Man.

Outline for the Study of Any Evergreen Tree.

Select and observe a tree which all can see.

1. General shape.

2. Arrangement of branches; angle formed with trunk.

3. Has tree been trimmed? If so, how has natural shape been affected?

4. Sketch in outline. Label parts—head, trunk, roots.

5. Parts of the head—branches, twigs, leaves.

6. Describe a leaf.

Why is the tree called evergreen? Are leaves to be found on the ground under branches? When did they fall? Are all of the same shade of green? Which grew last? How long do the leaves remain on the tree? How are leaves arranged on the stem?

In passing from leaf to each one higher on the stem, how many turns around the stem are made before one is reached which is exactly over the starting point? How many leaves are passed? Does this arrangement insure the best exposure to the sun and air? What is the difference in the appearance of the upper or sun side and the lower surface of the leaves?

7. Look at a twig to see if there are any buds formed now. When did they grow? How are they covered and protected? Why? Find where the bud-scales were attached last year. How much of the twig grew last year? The year before? Notice if there is any difference in the circumference of the two parts.

Make cross sections and draw that in the two-year-old which is not in the one-year-old. Label the center or pith, rings of wood and bark.

Make a longitudinal cutting through the pith after cutting a stem an inch long. Draw and label as before.

Find corresponding parts in cross and longitudinal sections.

Procure an old twig. Determine age.

Where is the sap found? What part is green? Is there a difference in color between the hard-wood and sap-wood?

Notice pith. Does it grow larger or smaller?

Notice its radiating branches to the bark—the rays.

SEVENTH AND EIGHTH YEARS.

Continue the study of birds begun in previous grades, seeking to interest all in the care and protection of all useful birds.

Continue study of trees and their value to man. This study should be extended to our common fruit trees, their needs, care and protection; special instruction in methods of securing good varieties of fruit trees by grafting and budding.

Continue to encourage pupils in home gardening and the beautifying of yards and lawns with flowers and shrubbery.

History and Civics.

In the earlier years of school stories of mythology and legend may be used by the teacher in directing the child's thought and interest, and creating a love for history.

In the fifth and sixth years the teaching should be largely biographical. The teacher should correlate the history with geography and make use of maps and other reference that would be valuable in creating and maintaining interest.

In the seventh and eighth years, the course in history takes a more formal trend adding the study of institutions and events to biography. The topical method is recommended and the pupils should make use of such supplementary matter as is available.

The value of the course in history is enhanced by the use of outline maps and charts which more vividly impress upon the mind names and places. It is recommended that the teacher make use of these when it may be done to advantage.

FIFTH YEAR.

Mowry's First Steps in the History of our Country.

The teacher must carefully test the pupil on every point. Every story told should be carefully outlined in detail, but with the details organized under as few heads as possible. Emphasize the important points and review them often.

SIXTH YEAR.

Mowry's First Steps in the History of England.

Fix the habit of hunting up place relations.

Advantage should be taken of maps and pictures contained in the text.

It will conduce to clearness and accuracy if the pupils are required to write short papers on assigned topics in review,

or report on outside but related topics for which material is available.

SEVENTH YEAR.

Grade 7 B.

Eggleston's New Century History of the United States, Chapters I to XXIII.

Principal topics: Discovery, Exploration, Colonization and Inter-colonial Wars.

Grade 7 A.

Eggleston's New Century History of the United States, Chapters XXIII to XLVI.

Principal topics: The Revolution and its Causes. The Administrations. War of 1812, and the Period of Compromise.

EIGHTH YEAR.

Grade 8 B.

Eggleston's New Century History of the United States, Chapter XXXVII to Appendix.

Principal topics: Civil War, and Its Causes. The Administrations, Spanish War and Political, Social and Industrial Progress.

Grade 8 A.

Ashley's Government and the Citizen.

The teacher should correlate as far as possible the study of government with the study of history. The teacher is directed to make use of the suggestions that occur in the preface of the text-book.

Physiology.

The formal study of Physiology should not be undertaken before the seventh or eighth year. The teachers of all grades, however, should make a careful study of this subject together with the more important hygienic and sanitary laws. The practice of these laws should be constantly urged upon the children.

Especially in the first three grades the teacher should seek to secure in the children habits of cleanliness and neatness. The teacher should insist upon clean hands and face, clean teeth, and neat appearance. In the child's earlier years such a practice of the laws of health as will secure the habit of obedience to them will be of far greater value than the formal study of a text-book.

In the intermediate grades one period a week may be profitably used for the formal presentation of the subject by topics.

In all grades teachers should carefully read and study the Gulick Hygiene Series.

FIRST YEAR.

Grade 1 B.

Simple talks on playing, sleeping, eating; also on clothing and home life.

Grade 1 A.

Simple talks on school life. Talks on body as a whole, parts, habits, etc.

SECOND YEAR.

Grade 2 B.

Simple lessons continued with playing, eating, sleeping, clothing, and life in the home and in the school room.

Grade 2 A.

Lessons upon use and care of the five senses. Special exercises to develop each sense.

THIRD YEAR.**Grades 3 B and 3 A.**

Previous work reviewed. Lessons connected with playing, working, resting, eating, clothing and cleanliness.

Comparison of parts of body with corresponding parts in lower animals. Adaptation of each part to special use.

FOURTH YEAR.**Grade 4 B.**

Previous work reviewed and continued. Lessons upon occupations in various kinds of climate and need of pure air in sleeping rooms.

Lessons upon good and bad kinds of food and drink.

Grade 4 A.

Previous work reviewed and continued.

Lessons upon proper kind of clothing, ventilation, heating, lighting, water supply and sewerage.

Lessons upon good and bad personal habits and avoidance of disease.

FIFTH YEAR.**Grade 5 B.**

Use and care of skin, hair, nails and sense organs. Effects of alcohol and tobacco.

Grade 5 A.

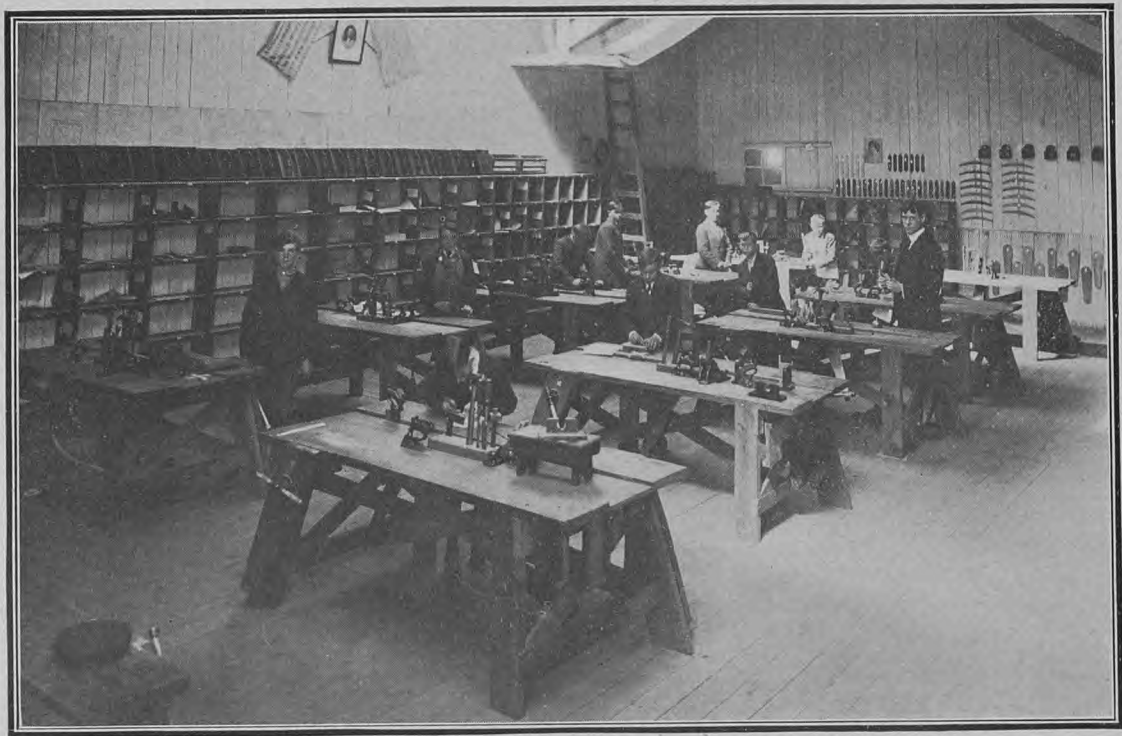
Previous work reviewed. Description, use and care of muscles, bones, joints, nerves and brain. Effects of alcohol and tobacco.

SIXTH YEAR.**Grade 6 B.**

Uses of food. Proper foods and drinks. Habits of eating and drinking. Digestive tract—parts, use and care. Effects of alcohol and tobacco.

Grade 6 A.

Description of parts and uses of lungs and related organs.



MANUAL TRAINING SHOP—OTT SCHOOL.

Breathing exercises and ventilation.

Effects of alcohol and tobacco.

Description and uses of heart and blood vessels. Circulation. Effects of air, exercise and clothing. Cuts and wounds.

SEVENTH YEAR.

Grade 7 B.

Home hygiene in respect to bathing, clothing, care of eyes, sleep and recreation. Emergencies in bandaging and splinting, convulsions and unconsciousness.

Structure of lungs. Effects of respiration upon air and blood. Generation of heat in body.

Grade 7 A.

Home hygiene in respect to preparation of food, habits of eating and drinking, care of lungs. Effects of dust, standing water, refuse and noxious gases.

Disinfection. Care of invalids.

Emergencies in choking and accidental poisoning, drowning, suffocation, etc.

EIGHTH YEAR.

Grade 8 B.

Blaisdell, *Our Bodies and How We Live*, Chapters I to VIII.

Teachers should read carefully the Preface and Appendix of text-book, also the author's little book entitled "How to Teach Physiology," a hand book for teachers.

Grade 8 A.

Blaisdell, *Our Bodies and How We Live*, Chapter VIII to Appendix.

Penmanship.

All teachers should be in possession of the Teachers' Manual and Manuals No. 1 and No. 2 of the Walker Method. Before attempting to teach any lesson in Penmanship, the teacher by study and practice should master every detail of this course.

The primary cards may be placed in the hands of the children at the beginning of the second year, and their use continued through the third and fourth years.

Manual No. 1 is for the use of the children of the fifth and sixth years. Manual No. 2 is for the use of the children of the seventh and eighth years.

Each pupil should have besides his manual a portfolio containing sufficient and suitable practice paper.

The best work as selected by the teacher should be preserved.

Suggestions.

1. The ink should always flow freely.
2. The pen should be of moderately fine point. Stub pens and coarse writing pens should not be used.
3. Position of the body, arms, hands, and manner of holding the pen should receive the first attention and constant attention in all the writing work of the school.

The material should be of good quality and should be carefully arranged before each lesson. But little time should be spent in distribution and collection.

4. No teacher should begin a lesson in writing until desks are absolutely clear and order prevails.

5. The writing lesson should not follow active outdoor exercise and it should come late rather than early in the day.

6. Practice does not make perfect unless it be intelligent practice under constant care.

7. The practice paper for the use of pupils in primary grades should have a space of about three fourths of an inch between lines; that of the intermediate grades should have a space of about one half inch between lines and that of the grammar grades should have a space of about three eighths inch between lines.

Music.

Gail Wilson, Supervisor.

The study of music has great cultural and social value and its value in stimulating the powers of observation and reasoning is almost as important. A further value is found in the correlation of mental and physical effort which the study demands.

The special purpose of teaching it in the public schools is to give the pupils the power to sing by note, music of ordinary difficulty, and the taste to enjoy some of the best music in the world.

This work in public schools divides into two lines of teaching which are distinct, though each involves the other. These are:

1. Teaching music reading.
- 2 Teaching and singing of songs.

The first needs no special explanation. Its purpose is to enable the individual child to read music rapidly and fluently by the time he is obliged to leave school. The second should arouse in him a love of singing and an appreciation of the best music, resulting in the cultivation of a refined musical taste.

MUSIC READING.

Music reading is not an end in itself, but a tool to be used in learning music. It is based on scientific principles which must be presented systematically. As in all other subjects the individual, and not the class as a whole, should be the teacher's chief care. Class work as a continual school routine gradually takes away the independence of the individual, finally leaving him helpless and the music work in confusion. New principles should not be introduced until the greater part of the class can do the work in hand individually.

Music is made up of two elements: tune and time. These

must be presented separately and yet proceed side by side and in close union throughout all the course.

The teacher should never sing with the class in sight reading work. She may sing for them as much as may be necessary for teaching, but their effort must always be made independently.

Exercises written by the teacher to illustrate a new principle or review an old one, and placed upon the board for sight reading, will be found valuable. Insist upon a good, smooth tone. The voices have a tendency in singing such exercises to become harsh because the pupils are directing their attention primarily to the notes.

SONG SINGING.

Musical culture, arising from the development of good taste, should result from the proper rendering of good songs. There should be enough time given to song singing to accomplish something toward this end.

Songs for opening exercises should be devotional (about God as Father and Creator), patriotic, or should contain some sentiment about nature. The songs sung through the day should be bright and cheerful. A goodnight hymn or a lullaby makes a beautiful closing for the day.

To obtain successful singing, especially in the lower grades, the teacher must take part, either with her own voice or by gesture, or by both, thus showing and inspiring the closest sympathy with the spirit of the song. She must be a leader, never a mere on-looker. The teacher's voice should blend with the voices of the children and not be heard above theirs.

In all class singing, attention should be constantly given to the following points:

- (a) Attack (all beginning together).
- (b) Distinct phrasing (attention to punctuation).
- (c) Enunciation (words pronounced clearly so that a listener can understand them).
- (d) Quality of tone (life in it—smooth, sweet, light, not forced or strained).

GENERAL SUGGESTIONS.

1. The air in the room must be good.
2. The pupils should sit erect. It is often well to have them

stand while singing a song.

3. Teachers should be careful to pitch the song correctly. A pitch pipe is a necessity.

4. Individual work is important, but do not spend much time with any one pupil in any specific lesson. Make him know that you expect him to be individually competent and keep him encouraged to do his best.

5. Do not keep the children singing the same songs over and over in practicing reading. The *sine qua non* is that music be always new. Therefore, blackboard exercises invented by the teacher are often better than exercises from the book, because the book is so easily memorized by the pupils, while the blackboard exercises may be constantly varied. Make such exercises brief and strictly to the point.

6. Teachers should realize the importance of preparing the music lesson, and decide upon a definite plan of work.

7. It will vary the lesson and enhance its interest to have occasional ear-training exercises. The teacher may sing a short phrase with loo, etc. The children listen and then repeat, using the syllable names. This kind of exercise may include both tune and time.

8. Written work should be given frequently. Legibility and accuracy are indispensable and should be patiently striven for. This work should support and keep pace with the reading and may occasionally take the form of a test.

THE LESSON.

Divide the technical part of the music lesson into three parts, as follows:

First Part—Tone drill (oral) 2 or 3 minutes.

Consisting of drill on tones and intervals which the pupils do not know. Part of this work especially in primary grades should be by imitation, and it can not be too thoroughly understood that the root of the whole matter is imitation.

Second Part—Individual work (oral) 2 or 3 minutes.

Dictate rapidly one or more tones to each member of the class, or have each pupil sing a short phrase at sight. Do not let one pupil absorb your attention at the expense of the other pupils. Accept no excuse for not singing or at least making an effort.

Third Part—Drilling on principles of Time and Tune, using book or blackboard:

- a. Change the key often.
- b. Work on what the class does not know.
- c. Review work frequently.
- d. If the time is hard make the tune easy, and vice versa.
- e. Several short exercises in different keys illustrating the same time principle are better than one long exercise bringing in the principle several times.

The exercises in the music readers should receive careful attention. The songs should not be taken up until the exercises preceding them are mastered.

Songs should be used more as a review, their purpose being to illustrate and apply the principles involved in the exercises.

Before the pupil begins his study from the First Music Reader it is assumed that he has had experience in rote singing, in the musical use of the voice, in the simple rudiments of time and tune, and in easy sight singing.

An abundance and variety of good rote songs are indispensable. The literary and musical requirements governing their selection should be as follows:

The subject-matter of the poem must be interesting to the child.

The words must be truly poetic and within the child's comprehension.

The syllables must flow into each other euphoniously.

The melody must be pure, complete in itself, and attractive to the child.

The music must faithfully interpret the spirit of the poem.

A voice drill accompanies each rote song, as this materially aids in interpretation and introduces in an interesting and appropriate manner the training of the voice. Thus begun it should continue throughout the course.

The simple rudiments of time and tune and easy sight singing may be developed from blackboard melodies and from charts. The chart and blackboard may be used independently or in conjunction with each other. Each strengthens the other in preparation for the study of music books in the hands of pupils.

The New Educational First Music Reader is to be placed in the hands of the pupils in the third and fourth years, the Second Music Reader is for the fifth year, the Third Music Reader is for the sixth year and the Fourth Music Reader is for study in the seventh and eighth years.

Manual Training.

W. D. Hifner, Supervisor.

In recent years the idea has become generally accepted that no system of education can afford to ignore the training which calls into play other powers of the child than the exercise and development of the mental faculties alone. A skilled hand and a trained eye is quite as necessary to win in life's struggle as a well stored mind. As a means of nurturing qualities which might otherwise remain forever dormant, manual art takes a place in modern education which can be filled by no other agency. Correlating into the other branches of study it affords another mode of expression, and furnishes an opportunity for broader training and more rational development.

Some phase of this kind of training, which naturally appeals to the interest of children, might well be placed in all the grades of the school course. Owing to its recent introduction, however, into the Independence Public Schools, and owing to the fact that a little time is required for its permanent establishment and adjustment, it has been thought best at present to place it in a formal way only in the higher intermediate and in the grammar grades of the elementary school and in the earlier years of the high school.

FIFTH YEAR.

Card board construction is the principal work of this year. Plain and decorated boxes and trays varied in shape and size are the product.

They require logical thinking, accurate measuring, accurate mechanical drawing, accurate cutting, careful fitting, and painstaking assembling or putting together by glueing. The method of getting out the pieces for an article is the same as that used by mechanics working in other materials.

In this work all cutting tools are represented by the scissors; all measuring, squaring and lining tools are represented by the right angle, triangle, rule, pencil and compass.

SIXTH YEAR.

The work is the same as for the 5th Grade. The models made are more complex in form as well as more difficult of construction, and include as types all the simpler geometric forms. Card board construction is one of the best lines of manual work for pupils of this age for the reason that it requires simple, inexpensive equipment and one which all pupils and teachers should be able to handle skillfully and accurately; that so much in the subjects of arithmetic, language and drawing can be taught by this concrete method in the shortest possible time; that it can be taught successfully in the ordinary school room by the grade teacher, and that it is well suited for both boys and girls.

Bench work may be substituted for the card board work of the sixth year.

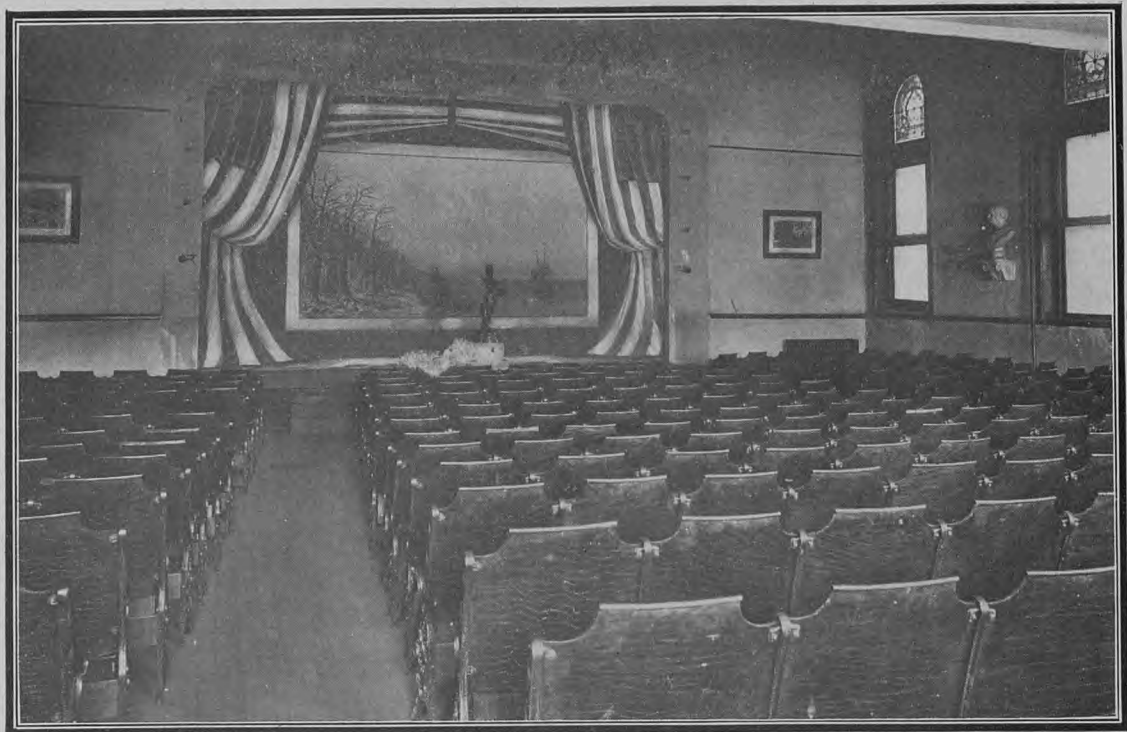
SEVENTH AND EIGHTH YEARS.

Bench Work for Boys.

Wood work with bench tools and some general tools is carried on in well equipped shops in the various schools.

The first models constructed are simple but as the work progresses more difficult problems of joinery are presented.

In the making of articles that are of use in the boy's play life and home life and in the lives of his relatives and friends, a strong appeal comes to him to do his best. He acquires a lim-



AUDITORIUM—HIGH SCHOOL.

ited working knowledge of the use of tools, of their adjustment, and of their care.

SEVENTH AND EIGHTH YEARS.

Sewing for Girls.

The purpose of this work has not been wholly to teach sewing as such, but to create a greater interest and appreciation in all manual work.

It is intended through a study of materials and the processes by which they were produced to lead the pupil to a further investigation of fabrics and fibers; also through contact with materials of all kinds, study of qualities, color, design, interest in work and workers, to form clearer images of the earth and its products and thus bring the worker into closer relation with the world and its industries.

The pupils are encouraged to buy carefully, intelligently and economically, considering always the adaptability and use of materials bought.

Through co-operation with the drawing department, an effort is made to create a taste for things not necessarily expensive but truly beautiful because they are real, simple, and in good taste.

Thus far the work has been limited to hand sewing.

7 B Grade.

1. Position of body while sewing to protect the eye, holding needle, threading, using thimble, and making knots.

2. Plain sewing stitches.

- (1) Running.
- (2) Basting, even and uneven.
- (3) Backstitch.
- (4) Hemming.
- (5) Catch-stitch.
- (6) Feather-stitch.
- (7) Overhanding.
- (8) Overcasting.
- (9) Hem-stitch. Practiced on canvas and used as decoration for work-bag, pupils to select color of canvas and floss used.

3. Culture of cotton and manufacture of cloth and thread.
4. Hemming. Towel, napkin or pillow case hemmed. Allow pupil to bring material from home.
5. Stitches applied in making sewing outfit and other articles of utility.

7 A Grade.

1. Drafting.
 - (1) Draft pattern for child's apron from measurements taken by pupil.
 - (2) Making of apron, allowing latitude in size, shape and trimming.
2. Button-hole making and sewing on buttons. Principles explained and applied on apron made.
3. Garment-making. Allow pupil to select some garment that embodies principles taught. Materials, pattern, method of trimming or decoration to be selected by the pupil.

8 B Grade.

1. A study of materials.
2. A study of color in its relation to fabrics and design.
3. Lessons on shopping.
4. Bag. Allow pupil to select material, size and purpose. Suggest hand, laundry, shoe or work bag. The decoration applied on bag to be designed by pupil in the art class.
5. Lessons on decorative stitches. Applied on bag.
6. Lessons on the manufacture and use of pins and needles.
7. Patching.
 - (1) Hem patch.
 - (2) Overhand patch.
 - (3) Flannel patch.
 - (4) Linen patch. Applied on work brought from pupil's home.
8. Matching designs in fabrics.
9. Darning. Stocking and cashmere, practically applied.
10. Lessons on silk, linen and wool.
11. Sewing on hooks and eyes, making blind loops and eye-lets, corners mitered.

8 A Grade.

1. Garment-making. Cutting, fitting and making garments full size with the use of patterns. Suitable articles to make: aprons, underwaists, gored skirts, shirt waists.

2. Pattern drafting. Night dress, gored skirt. Measure taken by pupil.

3. Garment-making. Allow pupil to furnish material for any garment, full size, or any article of utility or decoration that embodies principles taught, during both the seventh and eighth grade instruction.

Drawing.

Coah Henry, Supervisor.

FIRST GRADE.**September and October.**

Collect study and draw grasses and weeds.

Drawing of leaves in black and colored crayons.

Drawing of trees in full leaf.

Teach the six standard colors: R. O. Y. G. B. V.

Simple landscapes in color.

Illustrative drawing suggested by the season.

November and December.

Recall study of leaves and trees last month.

(a) Make drawings of bare trees on blackboard.

(b) Make drawings of bare trees on paper.

Illustrative drawing of games and pastimes.

- Draw from pumpkin or large squash.
- Free hand cutting of pumpkin.
- Draw November landscape.
- Drill in drawing straight and curved lines and the circle.
- Illustrative drawing suggested by Thanksgiving.
- Paper Folding.
- Freehand cutting of Santa Claus, toys and Christmas trees.
- Make box, folder or simple gift for someone at home for Christmas.

January and February.

- Freehand cutting of toys received Christmas.
- Illustrative drawing suggested by the season.
- Illustrative drawing of Mother Goose Rhymes.
- Simple landscape. Day.
- Simple landscape. Night.
- Fold wagon. Draw.
- Fold house. Draw.
- Simple border design on squared paper.
- Animal drawing.
- Illustrative drawing suggested by the study of animals.
- Cut or draw animal studied from memory.
- Pose drawing.
- Simple design on squared paper.

March and April.

- Object drawing.
- Draw from memory a plain dish used at home, in the kitchen or on the breakfast table.
- Draw from dish brought to school.
- Draw from group of dishes.
- Draw from buckets, pitchers and crocks.
- Illustrate song or rhyme in color.
- Illustrate drawing suggested by the season.
- Make windmill.
- Children to draw pictures of the houses in which they live.
- Simple Easter card design.
- Exercises with the glass prism.
- Review color names.
- Drawing of budded or leafy twigs.

Drawing of potted plant, in color.
Drawing of spring landscapes.
Illustrative drawing suggested by the season.
Spring flowers in color.
Drawing of sprouted seeds.
Illustrative drawing of out-of-door games.
Making of May baskets.

May.

Drawing of trees with black and colored crayons.
Drawing of flowers, fruits and vegetables in color.
Landscapes.

SECOND GRADE.

September and October.

Select and study interesting specimens of grasses.
Paint with ink from grasses, weeds and simple flowers.
Study and draw trees in full leaf.
Review names of the six standard colors.
Make color chart.
Paint from flowers and grasses.
Study spacing of earth and sky for landscapes with charcoal and pencil.
Paint simple landscapes.
Illustrative drawing suggested by the out-of-door games.
Simple design on squared paper.

November and December.

Ink seed pods.
Paint autumn leaves.
Paint large vegetable and fruit.
Paint autumn flower.
Drawing of bare trees.
Drawing of November landscape.
Illustrative drawing suggested by the Thanksgiving season.
Freehand lettering of alphabet.
Freehand drawing of vertical and horizontal lines, the square and oblong.
Design a Thanksgiving folder or card.
Review paper folding.

Drawing and freehand cutting of toys seen in the shops, of Christmas trees and stockings.

Plan and make a simple gift to be taken home for Christmas.

"None so poor but he may give,

None so rich but he may receive."

Illustrative drawing suggested by Christmas.

January and February.

Drawing and cutting of toys received Christmas.

In connection with the drawing of these toys will be found suggestions for illustrative drawing.

Paper cutting of story or Mother Goose Rhyme.

Drawing of domestic animals.

Design on squared paper.

Study of the sphere, cube and cylinder.

Paper folding.

Drawing of dishes brought from home, singly and in groups.

Illustrative drawing suggested by the study of dishes.

Draw and paint the American flag.

Draw or paint February landscape.

Design on squared paper.

March and April.

Brush and ink studies of children in action.

Ink pose.

Illustrative drawing of myth or legend.

Draw flower-pot, bucket, basket, watering-can, etc.

Design Easter card.

Review color and color names.

Draw and paint tree buds.

Give exercise called "Stained Glass."

Give soap bubble lesson.

Illustrative drawing.

Design on squared paper.

Make May baskets.

May.

Select, study, draw and paint some particular tree.

Paint spring flowers and landscapes.

Design.

THIRD GRADE.**September and October.**

Drawing of grasses, weeds and simple flower specimens in pencil and color.

Drawings in pencil, ink and water color of seed pods.

Drawing of vacation pictures.

From native trees studied, make careful pencil drawings.

Review color and color names.

Teach tints and shades.

Paint grasses and sedges; make color notes.

Paint leaves and fall flowers.

Design on squared paper.

November and December.

Illustrative drawing suggested by the interests of the children.

Paint beet, turnip and carrot.

Study and draw bare trees.

Draw November landscape.

Plan and make a Thanksgiving booklet or menu.

Practice use of ruler in measuring the inch and half-inch.

Freehand drawing of oblique lines and angles.

Freehand lettering of alphabet.

Plan a box or folder for Christmas to be decorated with an all-over design.

Illustrate Christmas story.

January and February.

Drawing of toys and gifts from memory.

Drawing of objects seen in winter, sled, skates, snow-shovel, etc.

Illustrative drawing showing the effects of snow.

Drawing of drums, crocks, buckets, baskets.

Folding lesson.

Ink silhouettes of figures in action.

Illustrative drawing, paper-cutting or ink silhouette.

Illustrate historical subject.

Paint American flag, slightly draped.

Design on squared paper.

March and April.

- Paper folding.
- Study type forms.
- Drawing of animals.
- Illustrative drawing.
- Paint spring landscape.
- Draw and paint spring flowers and tree buds.
- Draw garden tools, watering-can, flower-pot and other objects related to the season.
- Illustrative drawing suggested by the study of garden tools.
- Design on squared paper.

May.

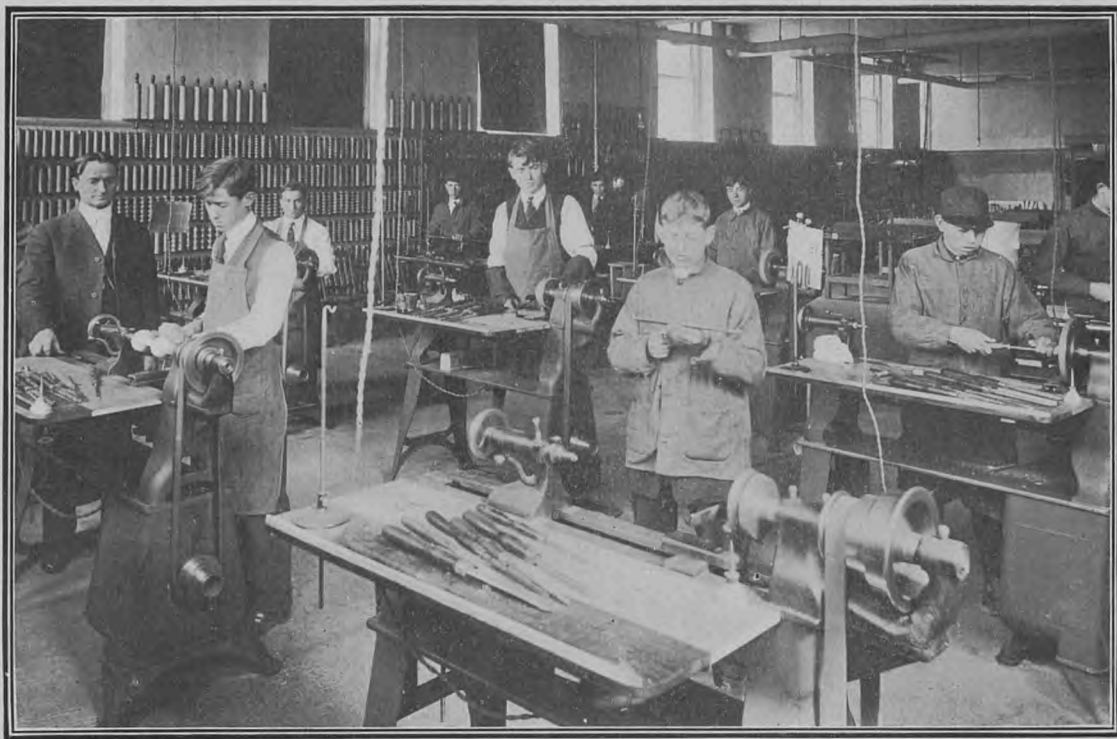
- Brush and ink studies of spring flowers.
- Paint spring flowers and landscape.
- Draw and paint trees.
- Design.

FOURTH GRADE.**September and October.**

- Drawing of fall flowers and sprays.
- Brush and ink studies of flowers and weeds.
- Drawing of fruit sprays in pencil outline.
- Teach hues of color.
- Studying flowers, grasses, etc., making color notes.
- Drawing and painting of trees.
- Design.

November and December.

- Paint landscapes in values of gray.
- Paint landscape in color.
- Drawing of bare trees and November landscape.
- Lettering of alphabet.
- Draw square and oblong, freehand and with ruler.
- Ruling straight lines, bisecting, trisecting and measuring the one-fourth inch.
- Design on squared paper.
- Plan and make simple objects for Christmas.
- Freehand lettering.
- Painting of holly, winter landscape.



LATHE SHOP—HIGH SCHOOL.

January and February.

Make ink silhouettes of common objects.

Outline drawing of toys and objects that seem to belong together.

Illustrative drawing suggested by poem or story.

Design on squared paper.

Drawing of dishes, buckets, baskets, bottles, Jananese lanterns and flower pots.

Paint the flag of several nations.

Paint or draw winter landscape.

Drawing of animals.

Drawing of birds.

Design book cover for color notes.

March and April.

Drawing of potted plant.

Draw or paint landscape from description given by the teacher.

Make stained glass window with colors scaled from a flower.

Draw leaf buds and catkins.

Illustrative drawing.

Paint spring flowers.

Make value chart.

Spring flowers in values.

Design.

May.

Drawing of spring flowers.

Painting of spring flowers.

Drawing of leaves and trees.

Painting of leaves and trees.

Design.

FIFTH GRADE.**September and October.**

Brush and ink studies of sprays of aster and golden rod.

Pencil drawing of flower and fruit sprays.

Review standard colors, tints and shades.

Hues of color.

Plant studies in light and dark.

Plant studies in color.

Color notes.

Study of trees in pencil and color.

November and December.

Landscapes in light and dark and in color.

Color study of plant in blossom.

Pencil drawings of all fruits and vegetables, singly and in groups.

Drawing of leafless trees.

Lettering.

Design. Make circle maker and test square measuring to one-eighth inch.

Plan and make calendar, blotter, book cover for Christmas.

January and February.

Object drawing.

Study of the foreshortened circle and the foreshortened square.

Drawing of bowl, crock and jar.

Drawing of basket or barrel in accented line.

Drawing of fruits and vegetables.

Illustrative drawing suggested by story or poem.

Design a book-cover.

March and April.

Drawing of flower-pots and potted plants.

Drawing of birds, animals and insects.

Figure drawing.

Drawing of hands and feet.

Drawing of single pieces of furniture.

Drawing of objects seen on the way to school, carts, wagons, mail boxes, etc.

Drawing and painting of spring flowers, leafy twigs, catkins, buds.

Make color notes.

Paint spring landscapes.

Design.

May.

Draw and paint trees.

Make value scale.
Paint landscape in values of gray.
Design.

SIXTH GRADE.

September and October.

Drawing of single leaves.
Drawing of sprays of leaves.
Tone studies of grape leaves in different positions.
Review color. Teach complimentary colors.
Pencil drawing of flowers.
Painting grasses, sedges, weeds, and flowers.
Drawing and painting of trees selected for special study.
Make color notes.

November and December.

Drawing of grasses.
Drawing of bare trees.
Landscapes in light and dark and in color.
Freehand lettering.
Designing initial letters.
Lettering of simple text for Christmas.
Painting of winter landscape, sprays of holly and mistletoe.

January and February.

Review type solids.
Object drawing in outline and mass, singly and in groups.
Drawing of baskets, boxes, etc. Accented line.
Book cover design.

March and April.

Study animals, birds and insects, making drawings and color notes.

Continue object drawing of last month.
Drawing of furniture.
Make book designed last month.
Paint March landscape.
Drawing of spring buds in detail.
Figure drawing. Ink silhouette. Pencil.

Illustrate drawing, making use of the figure.
Design.

May.

Collect color notes.
Draw and paint flowers.
Draw and paint trees.
Draw and paint landscape.

SEVENTH AND EIGHTH GRADES.

September and October.

Drawing of flowers, fruit sprays and seed packs.
Paint in neutral values from weeds and common plant.
Drawing of weed growths in pencil.
Review color. Scales of value.
Painting of plant studies.
Landscapes in light and dark and in color.
Plant drawing in detail.
Drawing and painting of trees.
Make color notes.

November and December.

Decorative treatment of plant studies.
Freehand lettering.
Landscape. Sunset.
Drawing of November trees.
Plan and make some beautiful and useful object for Christmas.
Paint holly, mistletoe, winter landscape.
Illustrate Christmas story.

January and February.

Review the twelve type solids.
Object drawing and still-life groups in pencil, charcoal, ink and color.
Special study of rims and handles of objects drawn.
Study of Perspective.
Drawing of boxes, books, furniture.
Design.

March and April.

Continue the object drawing of last month.

Paint March landscape.

Pose drawing. Head studies.

Drawing of insects and shells, in detail, making color notes.

Drawing and painting of spring buds, flowers, catkins and leaves.

Design.

Collect color notes.

Draw and paint plant studies.

Draw and paint trees.

Draw and paint landscapes.

HIGH SCHOOL.**FIRST YEAR.**

Representation. Sketching from flowers and landscape. Studies from still-life in outline and mass. Pose work and figure composition.

Design. Elementary design. Stenciling. Illuminated texts, greetings, and quotations.

Art History. Egypt, Greece and Rome.

SECOND YEAR.

Representation. Drawing of plants, animals, landscapes, natural and imaginative. Figure sketching, detail. Casts, still-life groups. Massing of light and shade.

Design. Advance study of principles. Problems of line, light and dark and color arrangements. Wood blocks.

Art History. Italy and Germany.

THIRD AND FOURTH YEARS.

Representation. Sketching club. Advance work in drawing of flower and plant forms, landscapes, still-life. pose, in water-color over charcoal, pencil.

Sketch pose, sustained pose, drawing of head studies.

Design. Space filling, flower composition, line, light and dark and color arrangements. Applied design. Book cover and title pages.

Art History. Domestic Art.

INDEPENDENCE PUBLIC LIBRARY.

Carrie Wallace, Librarian.

GENERAL RULES.

1. By making proper application to the librarian, any person residing within the Independence School District may enjoy all the privileges of the library.
2. Each person entitled to draw books from the library shall be supplied with a card, inscribed with his or her name, residence, and registered number. This card must be presented whenever a book is taken, returned or renewed.
3. Writing in books is prohibited, and all injuries to books, beyond reasonable wear, and all losses shall be promptly adjusted to the satisfaction of the librarian.
4. Each member shall be entitled to draw one book, which must be returned before another is taken, and no book can be retained longer than two weeks at a time. This period of two weeks may be reduced or extended at the discretion of the librarian, according to demand for the book.
5. A member shall be subject to a fine of three cents per day for any book kept for more than two weeks, and no other volume can be taken out till such fine shall have been paid.
6. If a volume is kept more than four weeks, the person so keeping it shall be notified of the delinquency, and if not returned within a week thereafter, it shall be considered lost, and the holder charged with the value.
7. If one of a set or series of books is lost or destroyed, if the one volume cannot be replaced to match the rest of the set, then the whole set must be replaced or paid for.
8. No person shall be allowed to draw two different books on the same card on the same day.
9. All reference books and periodicals must be used in the reading room. Any book required for study may be temporarily placed in the reference class.
10. The librarian may at discretion suspend the rules in the case of teachers or pupils desiring books for the pursuance of the course of study.
11. Excessive reading on the part of pupils, to the detriment of school work, should be discouraged by parents and teachers.

Central High School.

GEO. S. BRYANT, Principal.

REVISED COURSES OF STUDY AND SPECIAL RULES.

ADMISSION.

Applicants for admission to the High School are expected to have completed satisfactorily all the work of the grammar schools, and evidence of this will be required without exception. Members of other high schools of equivalent standing will be admitted to equivalent rank upon presentation of a certificate duly signed by the superintendent of schools, or the principal of the high school for the city or town in which such high school is located.

Graduates of rural schools and of grammar schools of other systems will be admitted on presentation of certificates duly signed.

All other applicants, not presenting credentials from other schools, must be examined for admission.

TUITION.

Properly qualified students, who are not residents of the Independence school district, may be admitted into the High School upon the payment, in advance, of the regular tuition of twenty-two dollars and fifty cents (\$22.50) per semester.

DAILY SESSIONS.

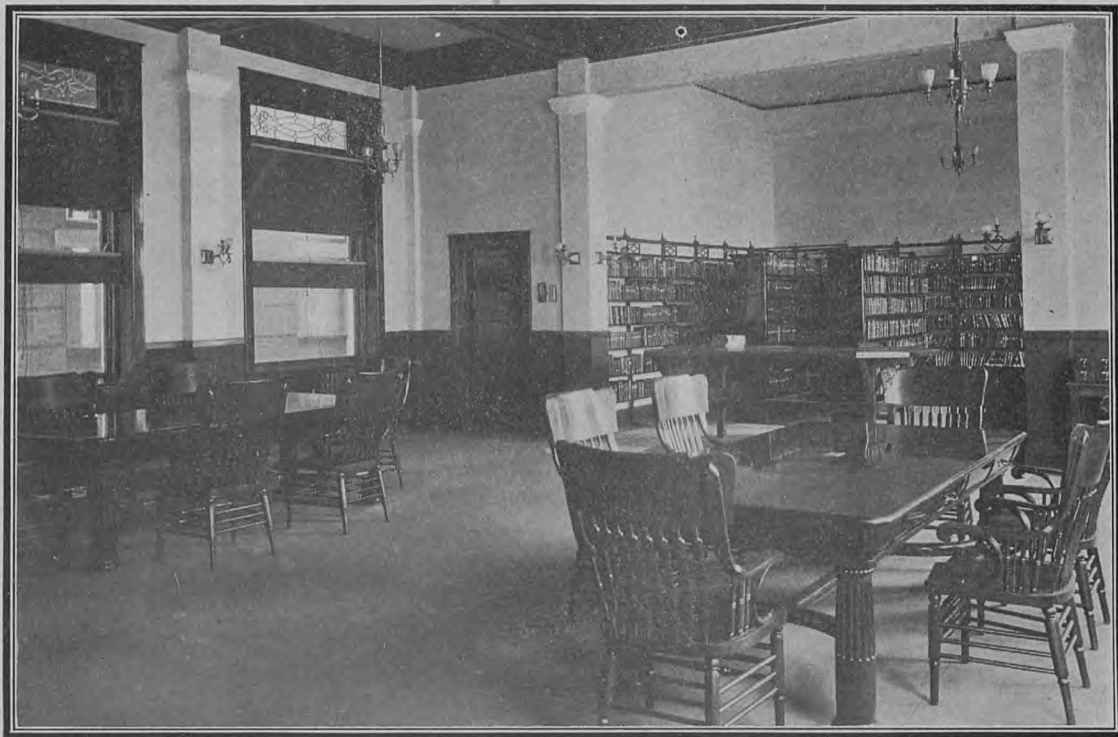
The morning session begins at 9 a. m., and closes at 12 m. The afternoon session begins at 1 p. m. and closes at 2:30 p. m. Delinquents may be required to remain till 4:00 p. m. to receive additional instruction, or to make up work.

COURSES OF STUDY.

The High School offers three regular four-year courses of study. Students entering the High School are urged to take one of the three regular courses and adhere to it even though unable to complete it. Experience has shown that students who enter upon irregular work are more likely to become discouraged than are those who do regular work. Irregular courses must receive the endorsement of the principal.

COURSES OF STUDY OF INDEPENDENCE HIGH SCHOOL.

Year.	SUBJECTS OFFERED.	Credits	COURSES.		
			ENGLISH.	LANGUAGE.	SCIENCE.
I	1 English	2	1 English	1 English	1 English
	2 Algebra	2	2 Algebra	2 Algebra	2 Algebra
	3 Ancient History	2	3 Ancient History	3 Ancient History	3 Ancient History
	4 Latin	2	4 Elective	4 Latin or	4 Physiology or
	5 German	2		5 German	5 Biology
	6 Biology	2			
	7 Physiology	2			
	8 Manual Training	2			
	9 Drawing	1			
	10 Music	1			
II	1 English	2	1 English	1 English	1 English
	2 Algebra	2	2 Algebra	2 Algebra	2 Algebra
	3 Med. & Mod. Hist.	2	3 Med. & Mod. Hist.	3 Med. & Mod. Hist.	3 Med. & Mod. Hist.
	4 Caesar	2	4 Elective	4 Latin or German	4 Physical Geog.
	5 German	2			
	6 Physical Geog.	2			
	7 Manual Training	2			
	8 Drawing	1			
	9 Music	1			
III	1 English	2	1 English	1 English	1 English
	2 Plane Geometry	2	2 English History	2 English History	2 English History
	3 English History	2	3 Chemistry	3 Plane Geometry	3 Chemistry
	4 Cicero and Ovid	2	4 Plane Geometry	4 Latin	4 Plane Geometry
	5 Chemistry	2			
	6 Drawing	1			
IV	1 English	2	1 English	1 English	1 Higher Arith.
	2 Solid Geometry	2	2 Physics	2 Physics	2 Civics
	3 Trigonometry	1	3 American History	3 American History	3 Physics
	4 Higher Arith.	1	4 Elective	4 Latin	4 Solid Geometry
	5 Civics	1			5 Trigonometry
	6 American History	2			
	7 Vergil	2			
	8 Physics	2			
	9 Psychology	1			
	10 Economics	1			
	11 Astronomy	1			
	12 Drawing	1			



READING ROOM—LIBRARY BUILDING.

NOTES AND OBSERVATIONS.

1. A credit is a half-year's successful work in any study, provided it be progressive.

2. Work is considered successful when a grade not less than seventy per cent is made in the subject.

3. Thirty credits are necessary to graduation, including electives.

4. The following credits are essential to graduation, but can be modified by offering proper equivalents:

English6 credits.

History.. ..6 credits.

Mathematics6 credits.

Physics.. ..2 credits.

The remaining credits can be made out of electives.

5. Each pupil should have four recitation periods per day, and all his studies should be in the order in which they occur in the course. Under exceptional conditions, three recitation periods may be allowed.

6. The High School is primarily for the encouragement of Independence boys and girls. They should make it, and keep it, the pride of the city. The school cannot rise any higher than the spirit of its pupils. Its diploma is not a gift, but something to be earned. Any boy or girl who is reasonably industrious and persevering can secure it.

7. The High School also articulates with the State University. Articulation requires more work than simple graduation. Diplomas do not admit to the University. Those desiring to pursue University work should bear this in mind.

8. Looking for an easy course of work often defeats its own end. Regularity in work is the quickest and surest way to an honorable close. Irregularity keeps the pupil always figuring for results and charges up against the school what should be rightfully credited to efforts to escape work. The easiest way is the regular way. It is best to select a course and follow it.

9. Pupils will not be graduated unless they have been members of the school for at least one year and have done the work of the Senior class. To be eligible for any high school honors, the Junior and Senior years must have been passed in the High School.

DEPARTMENT OF ENGLISH.

Matilda D. Brown.

Josephine B. Stone.

Year I.

Text: Webster's Elementary Composition.

1. Elementary composition, oral and written.
2. Letter writing, formal and informal replies, etc.
3. Punctuation, capitalization; word study.
4. Study of sentence, topic sentence, paragraphs.
5. Study of simple descriptions and narrations.

Studies for this Year.

Short stories and sketches of "Sketch Book;" The Great Stone Face; Nature Poems; Christmas Carol; Malibran and the Young Musician; Beethoven's Moonlight Sonata; Sohrab and Rustum.

For careful reading: "Last of the Mohicans," "Franklin's Autobiography," "Enoch Arden."

Year II.

Text: Webster's Composition and Literature.

This year is devoted to American literature with special study of some of its greatest classics.

1. A more extended study of description and narration.
2. Drill in writing original descriptions and narrations constitutes the exercise of the note book.
3. Forms of literature, figures of speech, versification.

For careful study: "Westminster Abbey," "To a Water-fowl," "Fringed Gentian," "Death of the Flowers," "Robert of Lincoln," "Flood of Years," "Masque of the Red Death," "Fall of the House of Usher," "The Gold Bug," "The Raven," "The Bells," "Israfel," "Evangeline," "Psalm of Life," "The Reaper and the Flowers," "The Children's Hour," "Village Blacksmith," "Paul Revere's Ride," "Vision of Sir Launfal," "Commemoration Ode," "Chambered Nautilus."

For general reading: "Twice Told Tales," "Ramona," "Treasure Island," "Norse Legends."

Year III.

Text—Herrick and Damon.

1. Composition work on exposition and argumentation. Theme work weekly, based on experience in student life and the literature read.

2. Parallel study in the English Novel and the Essay.

3. Careful work in class in thought interpretation and construction in the following classics:

"The House of Seven Gables," "Silas Marner," "Tale of Two Cities," "Sesame and Lilies," "DeCoverly Papers," "Emerson's Essays," "Conciliation of America."

Year IV.

General view of English Literature based on Newcomer's Text.

1. Study of the three forms of poetry as illustrated in the work of Shakespeare, Burns, Wordsworth, and Tennyson.

2. Readings in greater English poets, with parallel study of the critical essays of Carlyle, Macauley, and Lowell.

3. Special attention given to themes on literary and historical subjects with book reviews, newspaper reports, and the editing of "The Gleam," the school annual.

The general purpose of the year's work is to give inspiration, to lead into an appreciation of the beauties of literature and to secure clear, accurate expression of the pupil's thought.

Towards the close of the year one recitation of each week is given to the making and rendering some literary program. For this purpose the class organizes itself into sections, which chooses subjects, leaders, and representatives. Each section chooses some literary character and makes careful study of it, and presents it, subject to the criticism of the other sections. This has proved a very profitable and interesting exercise. Rivalry commences with the making of the program and does not cease till the last word is spoken.

DEPARTMENT OF HISTORY.

Margaret L. Phelps.

Callie B. Mitchell.

This department offers a four years' course, consisting of class room and reference work. No pupil should omit any part of it. It cultivates every faculty of the mind, enlarges sympathies, liberalizes thought and feeling, furnishes and approves the highest standards of character. The study of history should be pursued in the order of its development: Ancient, Mediaeval, Modern, with special courses in English and American History. This order places the history of United States and Civil Government in the Senior year. As the pupil steps out into the nation, the High School introduces him to his surroundings. Such a comprehensive view of man should lay well the foundations for the future citizen.

Year I.

First Semester.—Ancient History: Oriental Empires and Peoples with special study of Hebrews and Greeks.

Second Semester.—Rome: Conquest of Italy; Foreign Conquest; Civil Strife; Empire. Roman Organization and Civilization. Downfall of Roman Empire.

Year II.

First Semester.—Mediaeval History: Migrations and Settlements of Barbarians; Mohammed and Saracens; Empire of Charlemagne; Feudalism; Chivalry; Age of Revival; Growth of Nations.

Second Semester.—Era of Reformation; Era of Revolution.

Year III.

English History—The Briton; Roman Britain; Saxon Migrations and Settlements; Foundations of National Unity and Formation of English Nation; The Norman Element; Development of English Institutions; American Revolution and English Reforms; Growth of English Democracy; English Possessions and Influence of England on World History.

Year IV.

American History and Civics: Plantation and Development of Colonies; Period of the Revolution; Studies of Great Characters; The Confederation; The Constitution; Organization of Political Parties; Their Fundamental Differences; National Development; Sectionalism, its Causes and Results; The New Republic; American Possessions; Place of United States in World History.

DEPARTMENT OF MATHEMATICS.

J. M. Sexton.

Janie Chiles.

This department includes Algebra, Plane and Solid Geometry, Plane Trigonometry, and Higher Arithmetic. The arrangement of the work by years and terms is as follows:

Year I.**First Semester.**

Algebra.—Study of Principles, Axioms, and Fundamental Rules; Factoring; H. C. F. and L. C. M.; Fractions.

Second Semester.

Algebra.—Fractional Equations, with Problems; Simultaneous Equations, with Problems.

Year II.**First Semester.**

Algebra.—Review of Problems; Involution and Evolution; Theory of Exponents; Radicals; Equations with Radicals.

Second Semester.

Quadratic Equations, with Problems; Simultaneous Quadratics with Problems; Special Solutions; Ratio; Proportion.

Year III.**First Semester.**

Geometry.—Books I and II of Wells's Geometry, with as

many exercises and original propositions as time and circumstances will permit.

Second Semester.

Geometry.—Books III, IV, V of Wells's Geometry, with exercises and original work..

Year IV.

First Semester.

Geometry.—Wells's Solid Geometry; Plane Trigonometry. Application of each to practical problems.

Second Semester.

Higher Arithmetic.—Rapid Calculations in Fundamental Rules; Application to every day problems.

DEPARTMENT OF LATIN.

Mary J. Barnett.

Year I.

Complete a First Year Book with special study of sub-junctives. Special drill in forms and syntax.

Peabody's Old Greek Folk Stories.

Year II.

Caesar's Gallic Wars (Walker) Books I-IV.—Latin Grammar (Bennett).

Prose Composition (D'Ooge).—Drill in Construction; Sight Reading.

Year III.

Four Orations of Cicero Against Catiline.—Prose Composition; Grammar Applications; Sight Reading; Literal and Free Translation.

Ovid (Gleason's Term of Ovid); Prosody; Syntax; Myth Interpretations.

Year IV.

Vergil's Aeneid (Knapp) Books I-IV; Selections from V and VI; Prosody; Mythology; Criticism; Estimate of Poets and Poetry.

DEPARTMENT OF GERMAN.

Osla Sehrt.

Year I.

First Semester.—Complete Spanhoofd's Lehrbuch der Deutschen Sprache.

Complete Gluck Auf.

Conversation and Short Dictation exercises.

Year II.

Complete Harris's German Composition.

Complete Storm's Immensee.

Complete Schiller's Wilhelm Tell.

Original Stories and Conversation.

Complete Harris's German Composition.

Year III.

Complete Goethe's Maria Stuart, Lessing's Nathan der Weise, Lessing's Minna von Barnhelm.

Original Compositions, Letter Writing, Conversation.

DEPARTMENT OF SCIENCE.

Edith Stoner. Osla Sehrt.

This department offers one-year courses in Physiology, Biology, Physiography, Physics, and Chemistry. The work is designed to give the pupil an understanding and appreciation of the natural laws which control the world in which he lives.

With a knowledge of these various sciences, in addition to his knowledge of the literature of his mother tongue and the history of the world, he is well equipped to obtain from life the greatest and best enjoyment, and will be able to help others, and will, in addition, be that most valuable asset to the state—a well balanced, thinking citizen.

Physiology.

The work extends over two semesters. It is the endeavor to give the pupil an accurate knowledge of the anatomy of his body, together with some valuable work in hygiene. Plaster models of important organs are used, and Physical and Chemical experiments of value to the pupil are performed by the instructor, and notes kept by the pupil.

Biology.

The first semester is devoted to the study of Zoology. The greater part of the work is done by the pupil in the laboratory, where common types are studied, usually with great interest and profit. A collection of forty insects, classified, is required for credit in this work. From these collections, a wall case has been filled. This proves of constant interest to the pupils.

Systematic Botany is studied during the second semester. This subject also requires that about one-half the time be devoted to work by the pupils in the laboratory. All phases of the life of the plant in its growth from seed to seed again, are studied. Practical agricultural problems of the simpler sort, with their solutions, are presented to the pupil. This study, together with the work pursued during the first semester, rarely fails to open the eyes of the pupil to the wonderful and beautiful objects about him.

Physiography.

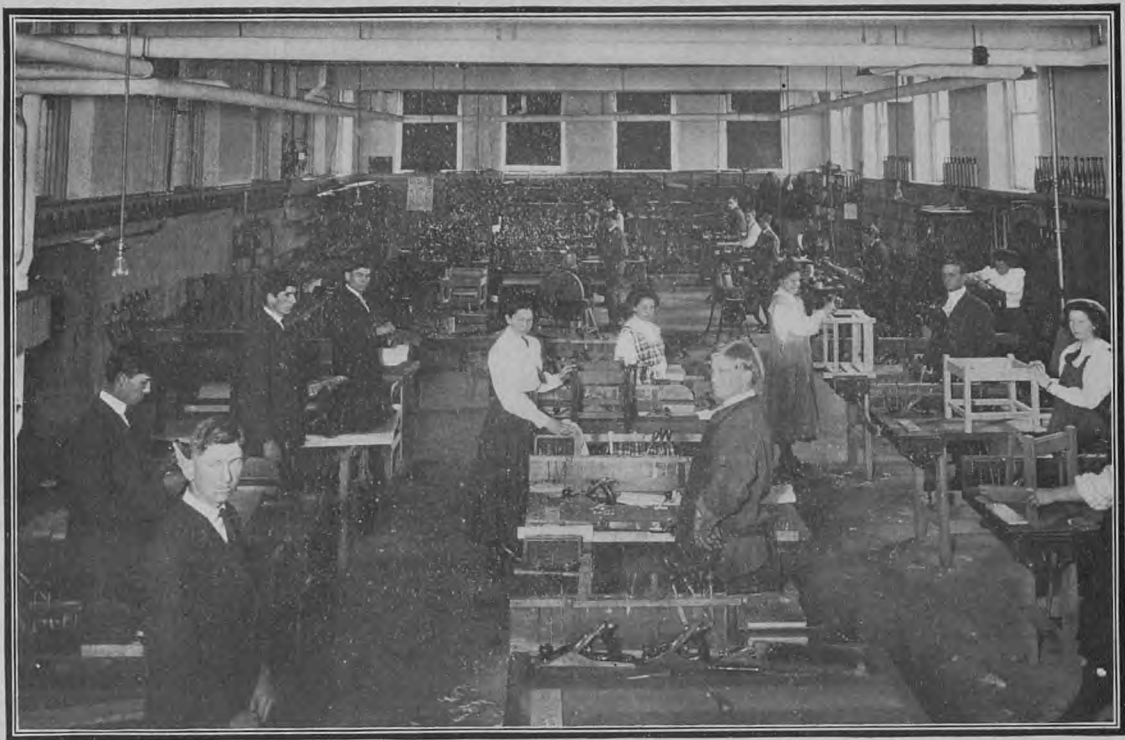
Complete Tarr's New Physical Geography.

Complete Chamberlain's Field and Laboratory Exercises in Physical Geography, with study of topographic sheets.

Laboratory twice a week.

Physics.

This subject is studied under the following heads: Mechan-



MANUAL TRAINING SHOP—HIGH SCHOOL.

ics of Solids, Mechanics of Fluids, Sound, Light, Heat, Magnetism, and Electricity. Two periods a week are used for individual laboratory work, while three periods are used for recitations and lectures. The pupil is required to keep a record of the experiments performed, and this work counts as one-fourth of his grade. The laboratory has received many valuable additions during the past year. Among the most valuable that have been added to the equipment are an electric projection lantern, with attachments for opaque projections, for microscopic work in Biology, and for vertical projections; a Crooke's Tube for the production of the X-ray; a laboratory outfit to illustrate the wireless telegraph; an excellent static machine, with a number of attachments which enable the instructor to present many interesting and useful experiments; an Atwood's machine, with which to study the laws of falling bodies; and a number of smaller pieces. In addition to this, many conveniences have been introduced into the room. The department is better prepared than ever before to present this subject in an interesting and helpful way.

Chemistry.

Complete Newell's Descriptive Chemistry.
Laboratory: Twice a week.

DEPARTMENT OF ART.

Coah Henry.

DEPARTMENT OF MANUAL TRAINING.

W. D. Hifner.

STUDY HALL.

Carrie Henry.

SCHOLARSHIP PRIZE.

At the close of the course scholarship honors will be decided. The following regulations shall enter into the decision:

1. The contestant must have a sufficient number of units to enter the University.

2. The Scholarship shall be determined by the record of the pupil in the following studies: Last year of algebra, one year of plane geometry, last two years of English, one year of English history, one year of American history.

3. No pupil may be a candidate for High School honors, who has not passed the Junior and Senior years in the High School.

RULES FOR PRIZE ENGLISH ESSAY.

1. The pupils contesting shall be chosen from graduating members of Senior class.

2. Not more than 25 per cent of the whole number may contest and these must be those with highest record in Junior and Senior English.

3. The subject of the essay will be assigned, and one week given for its completion.

4. The essay shall be judged by originality of thought, analysis of subject, clearness of presentation, and style.

5. The date of the contest will be about the middle of April.

MARY STURGES MEMORIAL MEDAL.

All third and fourth year Art pupils may be contestants for the medal. Post Graduates will not be allowed to enter the contest. The drawings to be judged will consist of at least three; two, charcoal and one, water color.

These drawing are to be made in a given number of hours, in the Art Room during regular class periods.

All work is to be done independent of the instructor.

WHAT IS EXPECTED.

1. To have not less than fifteen recitation periods a week.
2. To pass satisfactory examination before promotion.
3. To be in seat by nine o'clock of the morning session and one o'clock of the afternoon session.

4. To pass directly to proper room on entering the building.

5. To be punctual and regular in attendance; obedient in spirit; orderly in action; diligent in study; gentle and respectful in manner.

WHAT IS NOT PERMITTED.

1. To continue in school when having a contagious disease, or during exposure to such disease.

2. To be tardy or absent without written consent of parent or guardian.

3. To bring fire-arms or any dangerous toys into the school buildings or on school grounds.

4. To injure or destroy any school property.

5. To throw stones, snow-balls, or missiles of any kind on school grounds or in their immediate vicinity.

6. To use tobacco in any shape on school premises.

7. To assemble about school buildings before the time of opening, or to remain after dismissal unless for school work, or to loiter about school building during school day.

8. To use halls or library rooms for general conversation.

9. To depart from school before the usual time, unless by permission of those in charge.

10. To leave school for the purpose of taking music or other lessons elsewhere, when doing so would interfere with the pupil's regular course of instruction or preparation of lessons, subject, however, to the discretion of the principal.

CAUSES FOR SUSPENSION.

1. Truancy persisted in, habitual tardiness, frequent absence without excuse.

2. Repetition of any offense after notice.

3. Habitual and determined neglect of duty.

4. Disobedience.

5. Cutting, marring, defacing, or otherwise injuring school property.

6. General bad conduct or bad example tending to the injury of the school.

7. Bringing on the school ground or around the school building any kind of fire-arms.

HIGH SCHOOL GRADUATES.**Class of 1889.**

Crump, Josie	Harris, Bessie	Patton, Laura
Glennon, Annie	Leas, Minnie	Wolverton, Ella
	O'Brien, Mary	

Class of 1890.

Baldwin, Mae	Glennon, Bridgie
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Class of 1891.

Caldwell, Ruth	Gossett, Walker	Smith, Josiah
Duncan, Damon	Gregg, Josie	Ward, John
Ewin, Sadie	Laws, Pearl	Ward, Minnie
French, Mary	Masters, Stella	Wilson, Wm. T.

Class of 1892.

Carpenter, Lizzie	E. Hyatt, Ida	Mortland, Florence
Connelly, Ida	Hyatt, Myrtle	Nichols, Annie
Dick, Mary	Kirk, Bertha	Patton, Rebecca
Foster, Florence	McCann, Margaret	Peterson, Richard
Gentry, Lizzie	Masters, Nellie	Strode, Gypsa
Goodman, Mary	Meador, Ollie	Wood, Ernest
Hilliard, Maud	Mills, Bertha	Wright, Earl

Class of 1893.

Beaham, Gordon	Hayden, Beauford	McDonald, Pearl
Benjamin, John C.	Hayden, Jacob	Mills, Nealie
Briner, Robert	Helmig, Ada	Rodewald, Anna
Brisky, Anna	Humphrey, Emma	Schley, Fred
Dysart, Anna	Langhorn, Anna	Stewart, Pauline
Farrell, Fred	Lehmberg, Olivia	Woods, Nannie
Gillham, Newton	Lewis, Lillie	

Class of 1894.

Atwell, Nannie	Findley, Howard	Owsley, Catherine
Clay, Hattie	Hope, Mabel	Rogers, Homer
Clayton, Georgia	Marshall, Pearle	Southern, Allen
	Mills, Frank	

Class of 1895.

Clay, Mabel	Hardin, Wm.	Perrin, Susan
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Davis, Gertrude	Hockaday, Jennie	Pittman, Ethyl
Dunne, Tillie	Hughes, Mary	Sapp, Leona
Fountain, Julia	McAlister, Henrietta	Spooner, Grace
Gossett, Stone	McDonald, Leroy	Swearingen, Mary
	McGuire, Nita	

Class of 1896.

Bryant, Belle	Grinter, John	Sowell, Claudine
Chiles, Susan	Jones, Lotta	Spooner, Kathryn
Curtis, James	Jump, Bertha	Wood, Mary
Druckemiller, F. H.	Lea, Thomas	Wood, Susan
Ehle, Grace	Lee, Zona	Yale, Charles
	Peffer, Mary F.	

Class of 1897.

Breaker, Emma	Ford, Ethel	Noland, Nellie
Briner, Jessie	Gossett, Wiley	Paxson, Etha
Bullard, Mary	McCurdy, John	Robinson, Ruth
Casper, Nellie	Mills, Frances	Sitlington, Emma
Clayton, Nellie	Moore, Laura	Thompson, Harry
Ehle, Lena Ward	Murray, Nellie	Wirt, Edith

Class of 1898.

Capelle, Charles	Dunkin, Dwight	Masters, Mary
Coakley, Roy	Hughes, Louella	Salmon, McClure
Crenshaw, Mary	Lobb, Lelah	Smith, Ethel
DeLong, LeRoy	McCarroll, Guy	Wilcox, Ernest

Class of 1899.

Allen, Rosa Belle	Griffin, Rosamond	Mott, S. Henry
Cheney, Mabel	Kelley, Elizabeth	Popplewell, Minnie
Cissna, Georgia	Knapp, Merle Coe	Potter, Lulu Belle
Dickinson, Cedric	Mercer, Katherine	Prewitt, Mary
Farrow, Agnes	Moore, Mary V.	St. Clair, Mattie

Class of 1900.

Adair, M. Thurston	Graham, Myrtle	Lowen, Creath
Allen, Harry	Graham, Una	Alma McCluer, John D.
Atkinson, Elizabeth	Griffin, Willa P.	McCurdy, Nannie
L.	Hall, Nora	May
Atkinson, Paul Levi	Hidy, Nellie Mae	Noland, Mary Ethel

Berry, Ina May	Hill, Emina	Page, Walter Foley
Best, Faye Campbell	Hobbs, Bessie	Roberts, Sara Jean
	Hughes, Lawrence	Schaeffer, Anna
Clayton, Mary C.	Jones, Pearl L.	Sherman, George E.
Farrell, Nellie	Kelley, Kerney Lee	White, James E.
Gould, Lotta	Lane, Anna E.	Wilson, Carrie

Class of 1901.

Anderson, Mary B.	Dixon, Celesta Gertrude	Roberts, Bertha
Atkinson, Itaska B.		Robinson, Minnie J.
Brown, James T.	Ford, Laura Eunice	Ross, Charles G.
Buchanan, Etta Lee	Garret, Wm. Lloyd	Short, Cordie
Caldwell, Nellie	Gosset, Elizabeth	Slichter, Faith G.
Edyth	Hill, Mary	Taylor, Mary C.
Carpenter, Minnie	Hill, Ross E.	Taylor, Tasker P.
Chiles, Henry P.	Kingsbury, Laura	Truman, Harry S.
Chinn, Mary Blackwell	Knapp, Ruth DeVerre	Twyman, Gilbert O.
		Twyman, Elmer D.
Compton, Crawford	Krey, Mattie Pearl	Wallace, Bessie V.
Crandall, Grace M.	Long, Willie B.	Walker, Eva L.
Cronkhite, Myrtle M.	Meador, Louretta	Wherritt, Velma
	Reynor, Gertrude	Witschie, Emilie
Devin, Earle L.	Rice, Julia M.	Womack, Mary B.
	Roberts, Agnes	

Class of 1902.

Allen, Nellie B.	Hall, Cleveland	McKinney, Sarah Evelyn
Baumeister, Lulu M.	Hall, Edith	
	Harra, Frederick	Moore, Rosalie J.
Bryant, Paul Ferguson	Hare, Charles F.	O'Brien, Nellie E.
	Harris, Edgar Parker	Oburn, W. Howard
Crichton, Leslie N.		Potter, Nellie Lee
Cunningham, Lelah Belle	Hinde, Mildred	Spencer, Stella C.
	Houchens, Fielding B.	Walker, Nina Beryl
Erwin, Gladys		Wheaton, Bessie Lee
Gentry, Nellie Lee	Kelley, Grace	
Gregg, Stanley	Lewis, Lillian L.	Winn, Beatrix M.
Griffin, Bessie A.	Loar, Grace	Wood, Beulah
		Wood, John F.

Class of 1903.

Bratton, Grace	Dickinson, Rebecca	Kirk, Hazel
Coakley, Floy	Anna	Roberts, Eva Adell
Cox, Carrie Edwards	Elmore, Lillian	Shipley, Isabell
Davis, Jessie Pat-	Farlow, Bettie	Smith, Olive May
terson	Hill, J. Howard	

Class of 1904.

Adams, Jessie	Clements, Minnie	McCoy, Lewis
Bedford, Carrie	Compton, Maud	Nagel, Louise
Bedford, Lizzie	Collins, Nellie	O'Brien, Agnes
Bell, Goodman	Eubank, Earle Ed-	Rhodes, Gertrude
Bostian, William	ward	Riddle, Roderick
Bryant, Helen	Graham, Meta	Smith, Tessie
Caldwell, Eunice	Hinde, Mary	Smith, Harry
Clements, Frances	Kelley, John	

Class of 1905.

Adams, William	Hughes, Hattie	Roberts, Anna
Allen, Hubert	Hunter, Harry G.	Robinson, Allie May
Broman, Maud	Kerr, Maude	Rider, Paul
Bundschu, Henry	Long, Aileen	Ross, Ella
Casebolt, Kirby	McCarrol, Richard	Sermon, Harry
Coakley, Mabel	McCoy, Mattie	Slack, Josephine
Dickinson, Eva	McCoy, William	Steele, Mary
Duncan, Lola	Minor, Eleanor	Twyman, Thomas
Fisher, Jessie	Peak, Maud	Winn, Lulu May
Gallagher, Willa	Prewitt, Essie	Wray, Frances
Hardin, Mattie	Rhodes, Jeanne	Yale, Bessie

Class of 1906.

Albertson, Myrtle	Chiles, Morton	Milton, Bessie
Anderson, Edna	Dickinson, Lucy	McCoy, Alexander
Baskin, Anna	Erwin, Georgia	Rugg, Julia
Bell, Adelyn	Frazer, Grace	Schmid, Otto
Butts, Kathleen	Green, William	Sewell, Sybil
Campbell, Spurgeon	Hansen, Vida	Steele, Bertha
Casebolt, Jessie	Hardin, Allie	Stewart, Nellie
Chiles, Margaret	Head, Eva	Watson, May

Class of 1907.

Belcher, Ethel	Haines, Della	Sturges, Mary
Bennet, Sam.	Hickerson, Minnie	Thompson, Proctor
Brown, Claude	Jeffrey, Lola	Watson, Ethel
Bundschu, C. C.	Johnson, Roy	Wilkinson, Virginia
Davis, Rowena	Kelley, Clarence	Woods, Archie
Dickinson, James	Kelley, Edith	Woodson, Margaret
Gallagher, Bertha	Ragan, Estelle	Woodson, Elizabeth
	Ross, Helen	

Class of 1908.

Adams, Helen	Kerr, Marguerite	Pointer, Maud
Bryson, La Vergne	Kerr, Proctor	Sea, Helen
Burnett, Muriel	Layland, Maude	Sermon, Roger
Cushwa, Claude	Leas, Bessie	Staples, Ethelyn
DeWitt, Ruby	Mauk, Ina	Taylor, Georgia
Duncan, Edward	Mills, Mabel	Robinson, E. C.
Fox, Margaret	Norfleet, Ermie Lee	Rogers, Myrtle
Hill, Carrie	Ott, Natalie	Watson, Tessie
Jolley, Pearl	Palmer, Helen	Weatherford, May
Jones, Imo	Palmer, William	Whitford, William
Kelley, Stanley	Pointer, Florence	

Class of 1909.

Alexander, Knox	Haupt, Lillian	Ross, Louise
Anderson, Mabel	Houchens, Lilian	Sheppard, Grace
Bostian, Madeline	Johnston, Cammie	Shroeder, Otto
Casper, Adelaide	Livesay, Frank	Stewart, Mattie
Compton, Georgia	Messenger, Edmund	Swift, Heman
Crichton, Marjorie	North, Genevieve	Tate, Madeline
Davis, Ruth	Pickles, Nathan	Tate, Marjorie
Fisher, Nell	Pritchett, Louise	Tatum, Walter
Gallagher, Nell	Ragan, Eleanor	Williamson, Ruth
Griffin, Grace	Roberts, Alice	Yale, Elvia

RULES AND REGULATIONS

For the Government of the Public Schools of the City of Independence, Missouri.

Meetings of the Board.

Section 1. The regular meetings of the Board shall be held on the first Tuesday of each calendar month. The hour of meeting shall be 8 o'clock p. m. Special meetings may be called at any time by the President.

Order of Business.

Sec. 2. At all meetings of the Board the order of business shall be as follows:

- (1) Reading minutes of the last meeting.
- (2) Reports and suggestions from the Superintendent.
- (3) Consideration of accounts.
- (4) Reception of communications and petitions.
- (5) Reports of committees.
- (6) Unfinished business.
- (7) Miscellaneous business.

Officers of the Board.

The officers of the Board shall be president, vice-president, secretary, and treasurer.

There shall be appointed, annually, five standing committees, of not less than two members each, as follows:

1. Ways and means.
2. Finance and salaries.
3. Rules, regulations and discipline.
4. Auditing.
5. Library, statistics and text books.

Duties of Committees and Officers.

President.—It shall be the duty of the president to preside at all meetings of the Board, state the object of all special meetings, and perform all the duties of his office as prescribed by law.

Secretary.—It shall be the duty of the secretary to attend

all meetings of the Board; to notify members of the Board of all regular and special meetings; to keep an accurate record of all meetings and members present; to make an accurate enumeration of all children in district of school age; to take care of records, reports and all papers entrusted to his care; and he shall perform such other duties as the law may require.

Treasurer—The treasurer shall perform all duties pertaining to his office; he shall make an annual report on or before the 15th day of July of each year; he shall give bond for the funds entrusted to his care, and the faithful discharge of his duties as the law and the Board of Education may require.

Reports of Committees.—All committees shall report at next regular meeting all duties assigned them. Their time may be extended by the Board.

Superintendent—Appointment.

Sec. 3. For the purpose of aiding the Board of Education in the discharge of its duties; of securing uniformity and thoroughness in the course of instruction, and judicious and efficient discipline in all the schools; and of guarding and improving the school property, a superintendent shall be appointed. The appointment shall be made at the first regular meeting in the month of April, or as soon thereafter as may be practicable.

General Powers and Duties.

Sec. 4. The superintendent shall act under the direction of the Board. It shall be his duty to attend all regular and call meetings of the Board and meetings of committees, when his presence is desired. To him shall be committed the general supervision of all the public schools, school houses, apparatus, and other property belonging thereto. To him shall be committed the methods of instruction, government, and general management that shall be practiced in the schools. He is specially charged with the strict enforcement of the rules and regulations of the Board, a copy of which he shall have placed in each school room. He shall keep regular office hours for the convenience of parents, teachers, pupils, and others desiring any information concerning the schools. He shall keep himself and the Board constantly informed in regard to the school systems of other cities, their plans of organization, modes of government,

methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools of the district. It shall be his duty to acquaint himself with the latest and best thought on the philosophy and art of teaching, and to recommend to the Board such changes in the school as shall be in harmony with educational progress. He shall devote himself to the duties of his office and perform such other official duties, not herein specified, as may be required by the Board.

Special Powers and Duties.

Sec. 5. Visiting Schools.—The superintendent shall visit the different schools as often as his other duties will permit, note the methods of instruction and discipline used by each teacher, examine the classes, and give such aid and encouragement to teachers and pupils as circumstances may suggest. It shall be his duty, assisted by the teachers, to grade the schools, to distribute pupils to their appropriate districts, etc. He shall assign teachers their respective positions and duties, and shall report to the Board whenever he shall find any teacher deficient or incompetent.

Sec. 6. Suspension.—He shall have the power to suspend from school pupils whose conduct or character is such as would injure the schools, or pupils whose parents wilfully neglect or refuse to co-operate with the superintendent or teachers in carrying out the regulations of the schools, or pupils whose parents encourage their children to neglect or violate the rules of the schools.

Sec. 7. Regulations.—He shall make such regulations, not inconsistent with the rules of the Board, as he shall deem essential to promote the efficiency of the schools. It shall be his duty to see that every teacher is familiar with the rules and regulations of the Board, the course of study, together with the methods of instruction and discipline suggested therein.

Sec. 8. Examinations.—He shall have authority to hold, at any time, such examinations in any school as he may deem necessary to inform himself of its condition, and shall prescribe the time and manner of all other examinations of classes, and shall transfer pupils from one grade to another, as he may deem advisable.

Sec. 9. Pay Rolls.—He shall make out and present to the Secretary of the Board, at the close of each school month, a pay roll for the payment of the teachers, and other employees of the Board.

Sec. 10. Teachers' Meetings.—He shall have power to require teachers to attend such regular or occasional meetings as he may appoint, for instruction in their duties, methods of teaching and governing their schools, or for mutual improvement.

Sec. 11. Report.—He shall report to the Board at the close of the school year, before the annual appointment of teachers, the average standing of each teacher in the school, as regards ability to teach and govern, and punctuality in attendance at school or at teachers' meetings, and shall each year make a general report to the Board of the condition of the schools.

Sec. 12. Transfers.—The superintendent shall have power to transfer pupils from one sub-district to another, in case such transfer be necessary for the relief of crowded rooms or for purposes of discipline. Transfers for other reasons than these shall not be made except by the Board in regular session, and then only upon application by the parent or guardian, made in person or by writing, stating reasons for such transfer, and showing to the satisfaction of the Board that such transfer will be beneficial to the pupil, and not detrimental to the general interest of the school.

Sec. 13. The public schools of the city of Independence shall be divided into the elementary school and the high school.

The elementary school shall comprise the first eight grades (a grade being one year's work) of the course, and shall be sub-divided into the primary, intermediate and grammar school departments. The primary department shall embrace the first second and third grades; the intermediate, the fourth, fifth, and sixth grades; the grammar school, the seventh and eighth grades.

The high school shall comprise the ninth, tenth, eleventh, and twelfth grades of the course, and shall be divided into four classes, which shall be thus designated: first year, second year, third year, and fourth year.

Sec. 14. School Year.—The school year shall consist of thirty-six weeks. The year shall be divided into two terms of eighteen weeks each.

Sec. 15. Holidays and Dismissals.—The schools shall be closed on Christmas and New Year's Days, on Thanksgiving Day, on Memorial Day, and on such other holidays as the Board shall, from time to time, direct.

Sec. 16. Daily Sessions.—There shall be two daily sessions in all the schools. In the elementary schools, the first session shall begin at 9:00 a. m. and close at 11:50 a. m. The second shall begin at 1:00 p. m. and close at 4:00 p. m. Pupils whose conduct, attendance and work for the day shall have been satisfactory, may be dismissed at 3:30 p. m., and there may be another dismissal at 3:45 o'clock for such as by that time shall have made up all delinquencies. All others shall be dismissed at 4:00 p. m. The schools shall be governed by Central Standard time. In the primary grades the session may be shortened when advised by the superintendent, and approved by order of the Board. In the high school, the first session shall begin at 9:00 a. m. and close at 12:00 m. The second session shall begin at 1:00 p. m. and close at 2:30 p. m. Delinquents must not be detained longer than 4:00 p. m.

Sec. 17. Age and Time of Admission.—In accordance with the provisions of the school law, children under six years of age shall not be admitted into any of the departments named in Section 13 of these Regulations; nor shall beginners be admitted into the 1 B Grade except at the opening of the schools, in September, or at the beginning of the second term of the school year. Other pupils belonging to the school district may be admitted at any time to the grades for which they are qualified.

Sec. 18. Admission Prohibited on Account of Disease.—No pupil affected with any contagious or infectious disease or directly exposed to the same shall be allowed to attend the public schools.

Sec. 19. Tuition Pupils.—None except children or wards of actual residents, shall be admitted to the schools free of charge; but children or wards of non-residents may be admitted to any of the schools for which they are qualified, if they can be accommodated without discommoding resident pupils, by paying the following rates of tuition per year:

Elementary School.....	\$22.50
High School.....	45.00

Tuition bills are due and must be paid at the beginning of each term.

Sec. 20. High School, Admission to.—No one shall be admitted to the High School as a pupil who shall not have completed, in a satisfactory manner, the course of study of the elementary schools of the district or a course of study equivalent thereto in the branches of study usually known as Common School branches.

Powers and Duties of Supervisors of Special Branches of Instruction.

Sec. 21. The supervisors of special branches of instruction shall be held responsible respectively for the success of the work in such special branches.

To each supervisor shall be given the power to call such meetings of teachers, for instruction in methods or subject matter as he or she may deem necessary, subject to the approval of the superintendent. The attendance of teachers at all such meetings shall be regular and punctual, and for willful neglect or refusal to attend any such meeting, the teacher in fault shall be reported to the superintendent, who shall treat such case as coming under the provisions of Section 29 of the Rules and Regulations. Provided, that the supervisor may excuse any teacher from attendance at a meeting, for reasons appearing sufficient to the supervisor.

Sec. 22. Each supervisor shall have power to devise rules for the government of meetings called under the provisions of the foregoing Section, which rules, when they shall have been approved by the superintendent, shall be deemed a part of the code of rules governing the schools, and it shall be the duty of each supervisor to visit each school room as often as his or her other duties may permit, and observe the methods of instruction used by each teacher in the special branch of which the supervisor is in charge, and each supervisor shall render to the superintendent, as often as required, a report as to the work of the branch, and as to the proficiency of the respective teachers in such special branch of instruction as he or she may supervise.

Sec. 23. It shall be the duty of each supervisor to have a regular program of visitation and instruction, which program shall be approved by the superintendent, and filed at his office at

the beginning of each school term, and each supervisor shall adhere to said program in his or her rounds of visitation and instruction, unless special reasons exist for departure therefrom at any particular time, in which case the supervisor may vary from said program.

Duties of Principals.

Sec. 24. General Management.—The principal of each building shall be at the school house at least thirty minutes before the hour of opening the schools in the morning, and see that the rooms are in proper order for the reception of pupils; that the clocks of the building correspond with the standard of time; and that the teachers are punctual in their attendance. Principals shall be held responsible for the general management of their several schools, and shall strictly carry out the directions of the superintendent. They shall be held responsible for the neatness and cleanliness of the school houses, and they shall frequently inspect the building and lavatories, and make such regulations for use thereof as shall insure their being kept in proper condition. They shall see that the Fire Drill is practiced by their school at least once a month.

Principals shall remain at their respective buildings in the afternoon until the last dismissal hour, except when called away to attend the regular or called meetings of the superintendent and supervisors of special branches, or when excused by the superintendent.

Principals shall make such regular and special reports concerning their schools or teachers as may be required by superintendent or Board.

Sec. 25. Supervision of Pupils.—Principals shall see that pupils do not appear in or about the school yard earlier than twenty minutes before the opening of the school, superintend the deportment of pupils in the yards and vicinity of the school houses during recesses and intermissions, see that good order is at all times preserved in the halls and stairways, and that pupils do not remain about the school premises after dismissal. They shall report to the superintendent any refusal, after due and proper admonition, on the part of a teacher or pupil to comply with the rules of the Board.

Sec. 26. Opening Rooms.—Rooms shall not be opened for

the admission of pupils, except in inclement weather, until the time set for teachers to be in their rooms.

Appointment and Duties of Teachers.

Sec. 27. Teachers' Hours.—Teachers shall be at their respective rooms twenty minutes before the time of opening schools in the morning, and at least ten minutes in the afternoon. If "tardy," it shall be so recorded and reasons therefor assigned. They shall not leave the building in the afternoon prior to the last dismissal, 4 p. m., without permission from the principal, except to attend the regular or called meetings of the superintendent and supervisors of special branches. They shall have room ready for sweeping not later than 4:10 p. m., except in case of emergency.

Sec. 28. Faithfulness in Performance of Duty.—Teachers shall open school promptly at the appointed time, devote themselves exclusively to instruction of their pupils, maintain good order, superintend the conduct of their pupils in the yards and vicinity of the school building during recesses and intermissions, in accordance with the directions of the principal, and strictly adhere to the course of study and the use of text books prescribed by the Board.

Sec. 29. Teachers' Meetings.—Teachers shall be required to attend regularly and punctually all meetings appointed by the superintendent or the supervisors, and unless excused by the Board, they shall suffer a deduction of one dollar from their wages for each failure. Excuses, whether for sickness or other cause, must be obtained prior to the meeting.

Sec. 30. Temperature, Ventilation, and Visiting Each Other's Rooms.—Teachers shall give particular attention to the temperature and ventilation of their rooms, taking special care to avoid injurious extremes of heat and cold. The proper temperature of school rooms in winter is from 68 to 70 degrees Fahrenheit. In no case shall pupils be exposed to draughts of cold air, or be otherwise exposed, so as to destroy comfort and endanger health. Pupils shall not be sent on errands or permitted to pass from room to room during the study hours without the consent of the principal. Teachers shall not visit the rooms of other teachers during school hours, nor be absent from their school rooms without permission from the principal. Teachers



MANUAL TRAINING SHOP—NOLAND SCHOOL.

may visit other schools for the purpose of observing the modes of discipline, instruction, etc., but such visits shall not be made oftener than once each year, nor consume more than one day without consent of the Board. Such visits shall only be made by permission or direction of the superintendent.

This allowance of time for visiting is not to be construed as a holiday, to which each teacher, or each school is entitled. It must be made use of by such teachers only as may themselves feel the need of the benefits to be derived from observing other teachers in their work and such as the superintendent may advise to make use of the provision. Visits should be made early enough in the term to make information gained thereby available in the teacher's immediate work, and the schools visited must be such as the superintendent may recommend.

Sec. 31. Care of Pupils During Recess.—Whenever pupils are passing in or out of the buildings, at the opening or closing of school, and during recess, teachers shall give such personal attention to their conduct as the principal of the building may direct. It shall be the duty of any teacher, when on duty in the halls or school yards, to reprove disorderly pupils. Pupils who persist in disorderly conduct must be reported to the principal.

Sec. 32. Discipline.—Teachers shall at all times exercise a firm and judicious discipline. They shall avoid corporal punishment when good order can be obtained by milder means. Every teacher shall co-operate with the superintendent, and execute faithfully his directions in the discipline, management, and instruction of the school. The following modes of punishment are strictly forbidden: Sarcastic or contemptuous language, reproof administered under the influence of passion, the imposition of additional lessons as a penalty, striking on the head, striking the hands with a ruler, detention to an unreasonable hour, unnecessary public reproof, etc. The following punishments are regarded as unobjectionable: Reproof properly and kindly given, in private or before the school, according to the nature of the offense; deprivation of privileges at recess, etc.; restraint, reporting to the superintendent, use of warning and special notices, and when other means have failed, corporal punishment.

When it has been determined that corporal punishment is necessary, in no case shall it be administered before notice of

such necessity has been served upon parent or guardian.

The system of school government, approved and adopted by the Board, requires the constant and careful attention of every teacher. Its success depends upon the intelligence of the teacher, and requires patience, habitual self-control, constant prudence, careful self-examination, gentleness, firmness, sympathy, politeness, truthfulness, honesty, etc. While we hold that good order must be maintained; that unconditional submission must be required of every pupil, and while all the necessary and proper means for accomplishing these objects will be approved by the Board, we would remind teachers that their fitness for their positions will be estimated, in a great degree, by their ability to secure and maintain (through this system) the best discipline with the use of the mildest measures and gentlest influences.

Sec. 33. Standard of Order.—Teachers shall adopt, as a standard of order in school, the suppression of all unnecessary noise, all communication between pupils during the hours of study and recitation, and never proceed for a moment with the regular exercises of the school while there is not a proper degree of order and quiet in the room.

Sec. 34. Teachers Should Not Use Text-Books in Conducting Recitations.—No teacher, while conducting a recitation in geography, grammar, arithmetic, physiology, or history should use a text-book. Teachers may make an abstract of the lesson, to be used during recitation. A thorough mastery of the matter contained in each lesson, as well as a definite method of presenting it, is expected of every teacher. To be able to do the work in this manner, a thorough preparation of the work for each day will be necessary.

Sec. 35. Relation to and Complaints Against Principals.—In all cases of emergency, teachers shall look to their principals for advice and direction. All complaints on their part against principals or other teachers, shall be in writing, and made directly to the superintendent and Board.

Sec. 36. To Keep a Register.—Each teacher shall be required to keep a register of the daily attendance of pupils, noting tardiness and bad conduct, and also a record of the teacher's estimate of pupil's daily class work, and also keep a register of the names and residences of parents and guardians, and to make in a satisfactory manner all reports required by the superintendent.

No teacher shall be entitled to pay or re-appointment until all reports and records are satisfactorily made.

Sec. 37. Detention of Pupils.—The teachers shall not detain any pupil at the noon intermission. No pupil shall be detained during recess, except for willful and persistent violations of the rules of the play-ground. Pupils thus detained shall be permitted to pass at the close of recess.

Sec. 38. Advertisements.—No teacher shall announce, or allow to be announced or advertised, in any way whatever, in his or her school, any show, lecture, or other entertainment, or allow any agent or other person to exhibit in the school any book or article of apparatus, or consume the time of teachers or pupils in any manner, without the consent of the Board.

Sec. 39. Care of School Property.—Teachers shall have immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereto belonging.

Sec. 40. Responsibility of Teachers.—Teachers shall be held responsible for the punctual attendance of their pupils. At the close of school, morning and afternoon, every day, it shall be the duty of each teacher to notify the parent or guardian of every pupil who shall have been absent, except the cause of such absence be known to both parent or guardian and teacher.

Sec. 41. Substitutes.—In case a teacher shall be unable to attend to his or her school-room duties, immediate notice shall be given to the principal of the building, or to the superintendent, that a substitute will be needed in such teacher's room. Such substitute shall be furnished by the superintendent.

Sec. 42. Complaints Against Teachers.—Any parent or guardian feeling aggrieved for any cause against any teacher must make application for redress to the superintendent. Complaint against teachers, made to the Board, must be in writing. All such complaints will be heard at any regular meeting; provided, the parent or guardian and the teacher or teachers against whom the complaint is made be present. No complaint shall be heard which has not been first made to the superintendent.

Sec. 43. Use of Tobacco, Gum, Etc.—Teachers shall themselves refrain from, and prohibit the use by pupils, of tobacco in any form, and of chewing gum, wax, rubber, etc., in and about the school building.

Sec. 44. Applications to the superintendent by teachers, pupils, and others, concerning school matters, shall, as far as practicable, be made between the hours of 7:30 and 9 o'clock a. m., and 4 and 5 o'clock, p. m.

Sec. 45. Notice to Parents, Guardians, Etc.—It shall be the duty of teachers (by the use of warning and special notices) to inform the parent or guardian of each pupil, who from absence, inattention, or any other cause, is failing in his studies or deportment, of such delinquency, and when no improvement follows such notification, the case shall be referred to the superintendent, who alone is authorized to place the pupil in such grade as he may deem proper, or suspend him from school on account of wrong conduct. It shall be the duty of all teachers to acquaint themselves with the regulations of the Board, and to co-operate with the superintendent in their enforcement.

Sec. 46. Rules for Marking Attendance, Making Reports, Etc.—For the purpose of securing uniformity in recording attendance and making reports, all teachers will observe the following:

(a) When notified by a parent or guardian that a pupil has been withdrawn from school, or when satisfactory evidence has been given that a pupil has left school without the intention of returning, the teacher shall drop such name from the roll; but any absence recorded against the name of the pupil before the teacher receives the notice, shall be allowed to remain, and in making reports such absences shall be regarded the same as any other absences.

(b) When a pupil is suspended from school for any cause, his name shall be dropped from the roll.

(c) When a pupil is absent from school more than three consecutive school days for sickness or any other cause, his name shall be dropped from the roll at the end of three days, and the absences shall in all cases be recorded while the name remains on the roll.

(d) Any pupil shall be considered absent whose attendance at school shall not continue for at least one-half of the regular school session of the half day.

(e) For General Enrollment.—Take the whole number of pupils enrolled within the year, deducting any who shall have been transferred from the room to any other room in the district.

(f) For Monthly Enrollment.—Take the whole number of pupils enrolled within the month, deducting any who shall have been transferred from the room, within the month, to any other room in the district.

(g) For Average Number of days per Pupil.—Divide the sum of all the days attendance by the number of pupils belonging.

(h) For Average Daily Attendance.—Divide the sum of all the days attendance by the number of days taught.

(i) For Per Cent of Attendance.—Divide the sum of all the days attended by the sum of all the days belonging carrying the result to one place.

(j) In making reports, if a fraction occur of 5 or more, count it a whole one; if less than 5, drop it.

(k) See that your general enrollment is right. The first month the general enrollment and monthly enrollment will be the same.

Duties of Pupils.

Sec. 47. Every pupil is required to attend school regularly and punctually; to conform to all the rules of the school; to obey all the directions of the superintendent and teachers; to observe good order and propriety in deportment; to be diligent in study, respectful to teachers, kind and obliging to school mates; to refrain entirely from the use of profane or indecent language or conduct; to refrain from the use of tobacco in any form in or about the school buildings or grounds; to avoid communication during the hours of study and recitations without permission; to be clean and neat in person and attire; to practice self government; to do right.

Sec. 48. Character of Excuses.—Sickness of the pupil or sickness in the family, or some pressing necessity, shall be the only excuses accepted for absence. Absences which occur when the attendance of the pupil would occasion serious and imprudent exposure of health, shall be regarded as absence caused by sickness.

Sec. 49. —Good Order.—Pupils are expected to maintain good order and propriety of deportment, not only during school hours, but in coming to and leaving school. They are required to keep their books clean and free from all unnecessary marks;

to keep the contents of their desks neatly arranged; to occupy such seats as may be assigned them by the teacher; to be responsible for the appearance of the floor in the vicinity of their seats; to enter and leave the school rooms and school premises in an orderly and respectful manner, at the regular dismissals of the schools.

Sec. 50. Special Provisions.—Pupils are forbidden to bring fire-arms, fire-crackers, torpedoes or any dangerous toys about the buildings or grounds.

Any pupil who shall, on or about the school premises, use or write any profane or indecent language, draw any obscene picture or representation, or knowingly aid, in any manner, in the circulation of obscene or indecent writing or literature, shall be liable to suspension.

Sec. 51. Street Order.—Pupils shall be under the jurisdiction of teachers in going to and from school. On coming to school, pupils shall come directly into the school yard, and on entering the halls they shall pass directly to their rooms. Pupils shall refrain from rough play, pushing, boisterous conduct, and throwing missiles, upon the grounds or in going to and from school.

Sec. 52. Books and Stationery.—Pupils shall be provided with such books and stationery as is prescribed by the course of study, or be denied the privileges of the schools. Children whose parents or guardians are in indigent circumstances will be supplied with books by the Board. These books shall be returned when the children leave school. The request for books shall be accompanied by a note from the teacher, who shall learn the condition of those asking for books.

Sec. 53. Insubordination, Etc.—Each pupil is expected to govern himself under the care, direction and instruction of the teacher. The teacher will keep a faithful record of all his failures. If he persists in wrong-doing, in opposition to the instruction and admonition of the teacher, a "warning notice" shall be sent to his parents or guardian. If no improvement results from this course, the teacher shall report the case to the principal of the school, and, with his approval, send a "special notice," and not permit the pupil to resume his seat until the parent or guardian shall call on the teacher, and, in the presence of the principal, if convenient, give satisfactory assurance of obedience

and compliance with the rules of the school on the part of the pupil. If, after the conference of the parent and teacher, the pupil still persists in his course of wrong-doing, the teacher shall keep a written statement of all intentional and inexcusable delinquencies, and, at such times as may be deemed necessary by the principal, send the statement by the pupil to the superintendent (during office hours). If the superintendent be satisfied with the items of the teacher's statements, and if he believe from the statements of the pupil that he will do better in the future, he will sign a permit for the pupil to resume his place in school. The pupil will not be allowed to resume his seat until he presents his permit to the teacher. The superintendent may, at any time, request a conference with the parent or guardian at his office. If, after this conference, the pupil persist in his course of wrong conduct, the superintendent will deliver the several statements to the Board, with a request that the pupil be suspended from school. Teachers must give the superintendent due notice of every special notice sent to parents.

The object of this Section is to assist the teachers in maintaining proper discipline, to prevent all undue haste in the treatment of their pupils, to inform parents and guardians fully concerning the conduct of their children, and thus afford them an opportunity of assisting in the corection of a course of conduct which, if not corrected, must result in suspension from school. Another important object is to enable the superintendent to become acquainted with the pupil, his treatment by the teacher, and, if necessary, with his parent or guardian. Nothing in the Section is to be construed as forbidding the infliction of a reasonable corporal punishment upon an insubordinate pupil, if such course of action should be deemed advisable.

Sec. 54. Injury to Property.—Parents and guardians shall be held responsible for all injuries to the buildings, yards, fences, furniture, trees, or any other school property, caused by their children purposely or accidentally. Immediate notice shall be given to the parent or guardian and superintendent, by the teacher; and no pupil shall be allowed the privileges of the school whose parent or guardian refuses to make good all such damages.

Sec. 55. Absence for the Purpose of Receiving Religious Instruction or Taking Private Lessons.—Pupils shall be excused

for absence for the purpose of receiving religious instruction, or taking private lessons in such branches of education as the parent or guardian may desire, provided such absence does not materially affect their regular studies, and satisfactory arrangements be personally made in advance by the parent or guardian with the superintendent.

Sec. 56. Any pupil who shall be disrespectful or insulting in language or action, towards any school officer or teacher shall be liable to suspension or expulsion, or such other punishment as may be deemed adequate.

Duties of Janitors.

Sec. 57. The janitor of each building shall wash the wood-work and windows scrub the floors and stairs of the building, dust the walls of the school rooms, clean the heating apparatus, do necessary repairs that do not call for special mechanical skill, and mow the yards before the schools begin each year.

Sec. 58. He shall make the fires at such times as to have the rooms properly heated at least thirty minutes before the opening of the school, and keep the rooms heated, as nearly as possible to the temperature of 70° Fahrenheit.

Sec. 59. He shall each day sweep the school rooms and halls, and dust the furniture, and as often as required shall scrub the floors, dust the walls, and wash the wood-work and windows of the building. He shall sweep the lavatories daily, and wash them out as often as may be required to keep them clean. He shall use particular care to prevent any damage to buildings, or any defacement thereof by obscene or other writing or drawing, and shall be held responsible for their good condition.

Sec. 60. He shall keep the yards clean, take care of the flowers, lawns, and shade trees and boxes in the yards and on the sidewalks; keep the fences, buildings and basements in good condition, and make all repairs that do not call for special mechanical skill.

Sec. 61. He shall attend to filling the ink wells, cleaning the blackboards, and winding and regulating the clocks. He shall, immediately after a fall of snow, clean the steps of the building, and the walks about the building. He shall make all reasonable efforts to protect and care for all school property, and shall report to the principal all damage done to the same. He

shall bring supplies from the superintendent's office on order of the principal.

Sec. 62. At the end of each day's session, he shall see that all the doors, windows and gates in the school building and upon the premises, are properly closed and fastened, and that all fires are safe.

Sec. 63. Janitors shall be in attendance at their respective buildings at all times during school hours, unless sent elsewhere on school business by the principal; provided, that janitors shall be allowed one hour for lunch; but all janitors shall be on duty at their respective buildings from 11:50 o'clock a. m., to 1 o'clock p. m., each school day.

Sec. 64. All janitors shall be under control and jurisdiction of the superintendent at all times, and in all things, and shall obey all directions given by him personally, or through the principal of the building or the head janitor.

Sec. 65. Principals shall be held responsible for the faithful obedience and attention to duty of their respective janitors, and to this end shall receive from janitors respectful and cheerful obedience to orders and suggestions.

Sec. 66. In addition, janitors shall perform all duties not specified above, but connected with the care and use of the school property, that the Board or superintendent shall require.

SPECIAL RULES CONCERNING EXAMINATIONS AND PROMOTIONS.

I. Teachers' Estimates.

(a) All teachers above the first year, as often as once a month and not oftener than once a week, shall make an estimate of the standing of each pupil in each of his studies, based on a scale of 100 as perfect. These estimates are to be based on the regular school work of the pupils, and not upon written tests. Daily or even weekly estimates are not desired, as their frequency takes too much of the teacher's time, and detracts from the interest in regular class work. The only daily record to be kept is that of attendance and punctuality.

(b) These estimates shall be recorded in the school registers furnished the teachers on the pages provided for them, and be open for the inspection of the pupils and parents at all times.

An average of these estimates and the pupil's standing in written or oral examinations, shall be made at the close of each month, and placed on the pupil's report card to parents; and also placed on the teacher's register, to be bound at the close of the year.

II Tests for Grades From Second to Eighth Year.

(a) There shall be no stated or previously announced examinations during the term.

(b) Whenever a teacher, principal, or the superintendent, wishes to test the proficiency of a class, or to determine or direct the quality of teaching by means of examination, a written or oral test may be given.

(c) Once or twice, or oftener, in each term a special written or oral test in each subject should be held, and the results recorded for consideration when determining the promotion of pupils. These tests may be held at the close of the term, or at any time on the completion of a subject.

If these tests be written, the following rules should be followed:

1. The time of such tests shall be decided by the teacher and principal of the building, unless otherwise directed by the superintendent.

2. Give no notice to pupils beforehand. When the time comes, the teacher will simply state that, instead of the regular recitation, a written test will be held. Do not call the work an examination.

3. These tests may occupy two recitation periods, or one-half of a half-day session, but in no case should more than one hour and a half be given.

4. Where the questions are prepared by the teacher, they should be subject at all times to inspection and revision by the principal. If the questions have not been answered at the close of the time limit, close the examination, and grade on those answered.

5. There should be no copying. In case problems have been solved on loose paper or slate, they should be solved again, not copied on the examination paper. The original work is what counts, and should always be the pupil's best and neatest work. One who always does his best does well enough.

(d) The principals should personally test in reading once a term.

(e) All tests, of whatever sort, shall be combined in determining the monthly standing, and shall count one-third, and the teacher's estimates two-thirds in the summary of the pupil's grade.

III. Promotions.

(a) At any time during the term any teacher, with the approval of the principal and superintendent, may promote to the next grade any pupil who is well qualified and physically, as well as mentally, able to do the work of that grade.

The object of this rule is not to encourage crowding, but to prevent holding back bright pupils who are competent to move forward.

(b) No pupil shall be kept longer than two terms in the same grade, without special reasons, passed upon by the principal and superintendent. And when, in the judgment of the teacher and principal, or superintendent, a pupil who is spending the second term in the same grade is prepared to do the work of the next grade, he shall be promoted without delay.

For Regular Promotion.

(c) A minimum of 70 should be made in the various subjects by all pupils.

IV. High School.

Teachers' estimates and test examinations during the term shall be subject to the same rules as in the elementary schools, as nearly as practicable.

The following special rules shall be observed:

1. Written tests or examinations, held during term, shall be confined to the recitation period. In special cases, however, with the approval of the principal, two periods may be used.

2. Pupils in the High School shall be passed in each study, respectively, if their term standing, based upon the teacher's estimates and written tests, as in the elementary grades, shall be 70 or above. But whenever it is so desired by the head of any department, a final term examination may be held at such time as may be designated by the principal. But no such examination shall extend longer than two hours; and the standing of the pupil at such examination shall be averaged with the teacher's estimate, as in other cases.

ASSIGNMENT OF TEACHERS, 1909-1910.

CENTRAL HIGH SCHOOL.

George S. Bryant	Principal
Matilda D. Brown	English
Josephine B. Stone	English
J. M. Sexton	Mathematics
✓ Janie Chiles	Mathematics
Margaret L. Phelps	History, Civics
Callie Belle Mitchell	History, English
Edith Stoner	Science
Osla Sehart	German, Science
Mary J. Barnett	Latin
Coah Henry	Art
William D. Hifner	Manual Training
Gail Wilson	Music
Carrie L. Henry	Study Hall
✓ Carrie Wallace	Librarian

BENTON SCHOOL.

✓ John G. Brune, Principal	Room 4
Elizabeth Moore	Room 3
Elizabeth Thomas	Room 2
Jennie N. Kirk	Room 1

COLUMBIAN SCHOOL.

✓ Luther E. Morris, Principal	Manual Training
Mary L. Wood	Room 11
Florence Griffith	Room 10
✓ Margaret Chiles	Room 9
Emina Hill	Room 8
Olive E. Harrold	Room 7
Dora P. Glines	Room 6
Callie Totten	Room 5
Mattie McCoy	Room 4
Retta Swearingen	Room 3
Bettie B. Benning	Room 2
Mamie Dunne	Room 1

NOLAND SCHOOL.

J. Teel Morris, Principal.....	Manual Training—Room 7
Mrs. E. C. Hamilton.....	Room 7
Ethel Noland	Room 6
Nora B. Dickson	Room 5
Frances Wray	Room 4
Bettie Lewis	Room 3
Maude Pittman	Room 2
Anna Franklin	Room 1

OTT SCHOOL.

Emil T. Hinkel, Principal.....	Manual Training
Nellie T. Noland	Room 10
Victor E. Levy	Room 9
Bess D. Groves	Room 8
Henrietta J. Bulkley	Room 7
Ora Scott	Room 6
Nellie T. O'Brien	Room 5
Jessamine A. Farrar	Room 4
Laura Woodruff	Room 3
Annie Lee Houts.....	Room 2
Kathryn Henley.....	Room 1

YOUNG SCHOOL.

Walter H. Harrison, Principal.....	Manual Training—Room 4
Pearl Montgomery ..	Room 3
Nellie V. Raglain	Room 2
Mary I. Jenkins	Room 1

JANITORS, 1909—1910.

A. G. Duncan, Director.

Edmond Poteet.....	Central High School
Harry G. Chance.....	Central High School
Martin Speck	Benton School
J. E. Brown	Columbian School
John Montague	Columbian School
Charles D. Snodgrass	Noland School
Charles E. Rogers	Ott School
Michael Vaughn	Ott School
Edward Chrisman	Young School

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